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ABSTRACT

The purpose of this study was to find out to what extent K-12 fiction and nonfiction books about and for hearing impaired children and adolescents are included in the collections of the seven public libraries in Franklin County, Ohio. Two core bibliographies were compiled through content analysis of selective bibliographic sources. Via dial-up access to library catalogs, the numbers of titles by audience, genre, publication dates, and reading levels were identified. A spreadsheet program was used to calculate results and present findings in tabular format. Consistent findings emerged among libraries having the highest to the lowest number of books by audience, genre, publication date, and reading levels. Within audience groups, books deemed for and about deaf/HOH (hard-of-hearing) persons ranked first to those solely for deaf readers or those about deafness in nearly every library. By genre, nonfiction books for and/or about deaf/HOH readers consistently outnumbered fiction books. By publication date, books published from 1988-1992 represented the greatest number of books available across libraries. Finally, K-2 readers showed the most books compared to other grade level groups. Eighteen tables are included, and appendices present content analysis and collection evaluation results, bibliographic sources used, subject headings, and booklists. (Contains 51 references.) (DLS)

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A CONTENT ANALYSIS AND COLLECTION EVALUATION
OF FICTION AND NON-FICTION BOOKS
ABOUT AND FOR K-12 CHILDREN WITH HEARING IMPAIRMENTS
IN FRANKLIN COUNTY PUBLIC LIBRARIES OF OHIO

A Master's Research Paper submitted to the
Kent State University School of Library
and Information Science
in partial fulfillment of the requirements
for the degree Master of Library Science

by

Mary Ellen George

December, 1997

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ABSTRACT

Deaf and hearing impaired children and adolescents present unique and varied information needs for librarians to understand. How language is acquired and developed by hearing impaired students and its subsequent impact on reading skills and learning methods are important for librarians to know about in serving these library patron's information needs. Thus, linguistic, education, and library and information science studies are discussed to promote awareness among librarians of this constituency's reading needs. Cited studies show library services to persons with hearing losses lag behind those for blind and physically handicapped people.

The purpose of this research study was to find out to what extent K-12 fiction and nonfiction books about and for the hearing impaired child and adolescent are included in the collection holdings of the seven public libraries in Franklin County, Ohio. A content analysis study using selective bibliographies from publishers of best and recommended books and of deaf-related materials only resulted in compiling two core bibliographies later used to evaluate collection holdings. (One core bibliography included 560 titles; the other 308 titles.) Via dial-up modem access to the collection holdings of Franklin County's seven public libraries, the number of titles by audience, genre, publication dates, and reading levels were identified. A spreadsheet program was used to calculate the results and findings were presented in tabular format.

Consistent findings emerged among libraries having the highest to the lowest number of books by audience, genre, publication date, and reading levels. Columbus Metropolitan, Westerville and Upper Arlington libraries had the greatest number of books and Grandview and Southwest the fewest number whether by audience and genre, for publication dates from 1988 to 1992, or for K-2 reading levels. Within audience groups, books deemed for and about Deaf/HOH persons ranked first to those solely for deaf readers or those about deafness in nearly every library. By genre, nonfiction books for and/or about Deaf/HOH readers consistently outnumbered fiction books. By publication date, books published from 1988 to 1992 represented the greatest number of books available across libraries. And finally, K-2 readers showed the most books compared to the other grade level groups.

This study's methodology and data can be used in any public library to assess its strengths and weaknesses in serving all K-12 hearing impaired patrons' information needs. In so doing, libraries can ensure that this constituency's information needs are being met, as set forth in the American Library Association's 1996 Guidelines for Library and Information Services for the American Deaf Community.

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DEDICATION

As a hearing impaired person from birth, with a 40 % hearing nerve loss, I have had a small glimpse into the world of deafness. While my experiences as a hard-of-hearing (HOH) child and adult have been both positive and challenging, the desire to understand the experiences and information needs of the Deaf community has prompted this study. Libraries have a unique and special mission of providing books and other library resources "for the interest, information, and enlightenment of all people of the community the library serves," as stated in the American Library Association's Library Bill of Rights, adopted in June 1948. It is my hope that libraries will become more visible centers of understanding and knowledge of and for the Deaf community, who are too often invisible members of our local communities.

In this era of multicultural and sensitivity studies, the information needs of the Deaf must be heard also. Working in tandem with the Deaf community, librarians can make sure that appropriate library materials exist to meet the educational, legal, social, and other information needs of both deaf and hearing patrons about deafness. By opening pathways of understanding between hearing and non-hearing children through its materials, programs and services, libraries can serve to make the Deaf more visible and accepted in our local communities.

This study is dedicated to the Deaf community who have struggled too long to be heard and accepted by the "hearing" community. Echoing this sentiment for acceptance is a quote by Federico Fellini, "Accept me as I am. Only then will we discover each other" (Friedberg 1986, verso). By discovering the concerns, interests, and needs of both deaf and hearing patrons, libraries can silence the barrier that keeps the hearing and non-hearing apart. Perhaps a befitting poem, written during this researcher's adolescent years, that expresses the enigma of finding one's own place in a "hearing" world, is the following:

Some are speakers,
Some are listeners,
But who will hear the
silence or voice of the other.

The question and answer resides within both the hearing and non-hearing population.

CHAPTER 1

INTRODUCTION

Background Information

With the passage of the Americans with Disabilities Act (ADA) of 1990, which marked a significant victory in gaining equal rights for the disabled, came the challenge to respond to the needs of persons with disabilities. In 1996 the Association of Specialized and Cooperative Library Agencies, a division of the American Library Association (ALA), published Guidelines for Library and Information Services for the American Deaf Community (American Library Association 1996). These guidelines address five areas of concern: (1) personnel, (2) communications, (3) collections, (4) services, and (5) program marketing. Recognizing that "libraries have a responsibility to ensure that their collections and services are accessible to all deaf people, and to make the entire deaf community aware of the services libraries provide," these guidelines offer librarians an invaluable resource for meeting the library needs of the deaf community (ALA 1996, 3).

People with hearing losses represent a greater majority of the disabled than all other disabilities combined. A 1994 survey by the Center for Assessment and Demographic Studies of Gallaudet University's Research Institute indicates there are 968,000 deaf or hard-of-hearing children, or 1.8% of children 3 to 17 years of age in the United States (Matthews 1985, 138). In Franklin County, Ohio there are nearly 400 students in grades K-12 public and private schools

who have a hearing impairment. More than 161 of these students attend the Ohio School for the Deaf, according to Janet Gordon (1997), its school principal. Another 213 deaf or hard-of-hearing students are enrolled in either public or private schools based on 1996-97 school year statistics from the Division of Special Education within the Ohio Department of Education (State of Ohio 1996-97). There may be other unknown deaf or hard-of-hearing children and adolescents in homeschooling programs, for which there are no figures. These students along with their parents, teachers and friends represent potential library patrons in Franklin County.

Despite the deaf population's significant numbers, library services to persons with hearing losses lag behind those for blind and physically handicapped people (Matthews 1985, 138). Thus, librarians need to learn more about their local deaf community and its information needs so that information pathways are open to this often invisible population. Matthews (1985) and Sievers (1989) challenged librarians to find answers to such questions as: (1) who are the hearing impaired in your community? (2) what community agencies exist to meet deaf persons needs?

(3) what characteristics define this group? (4) what problems are unique to deaf persons?

(5) who can provide information on deaf people and deafness? (Matthews 1985; Sievers 1989).

By answering these questions, librarians will be more aware of this cultural group's library needs and responsive to the deaf community's right to be heard--in and out of print sources.

Purpose of the Study

Although the American Library Association (ALA) published collection development guidelines for serving the information needs of the deaf community, studies need to be conducted identifying to what extent libraries are meeting the unique needs of deaf patrons. This study

attempts to respond to this concern by reviewing what fiction and nonfiction books both about and for deaf children and adolescents and their hearing peers exist in Franklin County's seven public libraries. Other public libraries might benefit from this study also in evaluating their collections. This study could be taken a step further by evaluating other material formats, such as captioned-videos and software, as well as age groups other than children and adolescents.

Another underlying reason for this study has been to promote an awareness of the reading and language barriers experienced by hearing impaired persons with library materials. Librarians need to understand the unique and varied needs of the deaf patron, from acquiring and developing language and reading skills to the controversial range of educational methods for teaching the deaf. By acknowledging "... this plurality and of ongoing controversies regarding education and communication modes in order to build comprehensive and impartial collections of materials about hearing disabilities, Deaf culture, and other topics of concern and interest to both deaf and hearing people," (ALA 1996, 4) librarians can respond better to a deaf patron's needs.

Significance of Study

As already noted, library services to persons with hearing losses lag behind those for blind and physically handicapped people. As a service-oriented institution with a strong history of preserving the rights of every individual and of providing equal access to library materials, libraries have an imperative responsibility to evaluate their collections, programs and services to make sure these reflect the standards espoused. This study provides a model for:

1. evaluating the book collections of other public libraries in serving K-12 deaf children,
 2. further research of other library formats for the deaf,
 3. evaluating other information materials in a public library's collections
- to assure that the needs of both hearing and non-hearing library patrons are equally represented.

Research Objectives

This study focuses on answering the following content and collection questions using two core bibliographies (see Appendix A and B) compiled from selective bibliographies (see Appendix C and E) by publishers of best and recommended books and of deaf-related materials only.

Content Analysis Questions

1. What fiction and nonfiction titles about and for hearing impaired children in grades K-12 do bibliographic sources cite?
2. Who are the authors of fiction and nonfiction books about and for K-12 hearing impaired children that bibliographic sources cite?
3. What publication dates do bibliographic sources cite for fiction and nonfiction books about and for K-12 hearing impaired children.
4. What reading (grade) levels (PK-2, 3-6, 7-12 or K-12) do bibliographic sources cite for fiction and nonfiction books about and for K-12 hearing impaired children?
5. What high interest, easy reading fiction and nonfiction books for hearing impaired students in grades 7 to 12 do bibliographic sources cite?

Collection Evaluation Questions

1. How many K-12 fiction and nonfiction books about and for hearing impaired children does each Franklin County public library own?
2. How many K-12 fiction and nonfiction books about and for hearing impaired children does each Franklin County public library own of titles published between 1993 and 1997; 1988 and 1992; 1983 and 1987; 1978 and 1982; 1973 and 1977; and 1968 and 1972?
3. How many fiction and nonfiction titles about and for hearing impaired children does each Franklin County public library own of titles for reading levels from prekindergarten to grade 2; grades 3 to 6; grades 7 to 12, and kindergarten through grade 12?
4. How many high interest, easy reading fiction and nonfiction titles does each Franklin County public library own for hearing impaired adolescents in grades 7 to 12?

Definition of Terms

Although not recognized by a large majority of the population, the deaf represent a cultural group with its own language and language variations. Other than those words that appear in angular [] brackets, the definitions of the terms listed below are taken verbatim from the glossary in Paul and Quigley's (1990, 263-278) publication, Education and Deafness. Both of these authors are recognized leaders in the field of education and deafness.

This researcher elected to use a number of terms interchangeably to imply the same meaning throughout this report. Such terms as deaf, deaf community, Deaf/HOH, hard-of-hearing, hearing impairment, hearing loss and other similar terms are used inclusively to refer to the wide range of hearing difficulties among individuals with hearing problems.

American Sign Language (ASL)

A bona fide language with its own grammar. ASL uses manual (hand) and nonmanual (eye brows, shoulders) signals to express concepts and ideas.

Basal readers

Reading textbooks that contain passages arranged in sequential order of difficulty, typically from readiness (before first grade) to about the eighth-grade level.

Bilingual

Communicating or being able to communicate in two languages, either in the primary (i.e., spoken, sign) and/or secondary (reading and writing) modes.

Bottom-up [reading approach]

A text-based model of reading comprehension that emphasizes decoding of words by letters, combination of letter, and the correspondence between letters and sounds.

Cognitive

Processes or structures that concern forms of knowing, specifically perceiving, imagining, reasoning, and evaluating.

Deaf community

A heterogeneous group of hearing-impaired individuals concerned with values, rights, and other issues related to hearing impairment. This term and *Deaf culture* are often used interchangeably. In reality, some, but not all, deaf individuals may be members of the Deaf culture.

Deaf culture

A closed group of individuals with its own organization, values, customs, social structures, attitudes and language (American Sign Language).

Deafness

Condition of a person with a severe to profound hearing impairment in the better unaided ear who is dependent on vision for language and communication, even with the use of amplification systems.

Developmental model

The theory that all individuals proceed through a similar series of milestones or stages in cognitive and language development. Skills at one development stage must be acquired before proceeding to the next one.

Finger spelling

The use of handshapes to represent the letters of the alphabet.

Hard-of-hearing [HOH]

Traditionally, the description of an individual with a hearing loss ranging from slight up to and including the moderate level [based on decibel levels of loss].

Hearing impairment

A generic term that refers to all degrees of hearing losses.

High Interest, Easy Reading Books

[Books about topics of high interest to a readership audience that have been simplified to make reading easier for those with reading difficulties. Another term used is high interest, low reading books.]

Language and communication

The oral or manual language/communication system used by and with students for developing receptive and expressive skills.

Manual (communication)

Relating to visual-gestural communication systems such as sign languages and signed systems.

Metacognition

Awareness of thought processes.. In reading, the awareness of thinking and use of strategies in attempting to comprehend the text.

Oral communication

Referring to components such as speech, speech reading, and the development of residual hearing.

Oral English

Reception and expression of spoken English.

Postlinguistically

Relating to hearing impairment that occurs after exposure to spoken language during a critical period after the age of two years. Also known as postlinguistic impairment.

Prelinguistically

Relating to hearing impairment that occurs before exposure to spoken language during a critical period before the age of two years. Also known as prelinguistic impairment.

Reading comprehension

The process of understanding the text and of constructing a model of what the text means.

Semantics

A branch of linguistics that focuses on meanings of words.

Signing Exact English

A contrived sign system, known as SEE II, which was developed because of disagreements with the creators of Seeing Essential English (SEE I). One of the major differences between SEE I and SEE II is the definition of a base or root word. Like SEE I, SEE II attempts to create a one-to-one correspondence between a sign and an English morpheme.

Simultaneous communication

The use of manual communication and speech in a simultaneous manner. [Known also as total communication.]

Spoken language

Language that uses speech as the primary mode of communication.

Syntax

Word order.

Top-down [reading approach]

Relating to processes such as the application of prior knowledge and metacognitive skills during reading. Also, a model of reading which asserts that the use of these skills is sufficient for understanding letters, words, and sentences. Knowledge in the readers' heads is considered more important than knowledge about letter-sound relationships.

Total communication

An educational philosophy that supports the use of simultaneous communication approaches in instruction to meet the individual needs of hearing-impaired students.

Visual-gestural-spatial

Relating to the medium in which sign languages are expressed and received—that is, by the use of vision, body movement, and space.

Limitations of Study

Books selected for this study were limited to:

1. Bibliographic sources with a copyright date of 1990 or after for compiling core bibliographies.
2. Fiction and nonfiction books of primary interest to both deaf and hearing children in grades K-12. Books for parents, teachers, and other professionals were not the focus of this study even though the study's contents and findings may be relevant and useful for these individuals.
3. Publications within the United States.
4. Stories about hearing impairments and deafness, excluding stories about deaf mutes or speech impairments. Some books containing multiple handicaps, such as deafness and blindness in the case of the infamous Helen Keller stories were not included.
5. High interest, easy reading books for hearing impaired students in grades 7 to 12 only.

Only one bibliographic source was used to compile a core bibliography of high interest, easy reading books (shown in Appendix B). Although other sources were available, the source used provided a sufficient sample of 308 titles.

Only two of the five guidelines for library collections, outlined by the Association of Specialized and Cooperative Library Agencies, a division of the American Library Association, were included in this study's evaluation process because of this researcher's focus on "print" materials only:

"2.3.1 Library collection development policies should encourage collection of materials related to hearing disabilities and Deaf culture which will be of interest to both deaf and hearing patrons, thus addressing the unique needs of members of the deaf community."

"2.3.5 Libraries should assemble and provide access to a collection of high interest/low reading level materials of interest to deaf readers."

(American Library Association 1996, 12, 14).

By restricting this study to these two guidelines, a more focused study is presented of what books about deaf-related themes are available to not only hearing impaired but also hearing children and adolescents in Franklin County's seven public libraries.

CHAPTER 2

LITERATURE REVIEW

Introduction

Linguists, educators and librarians have published much research about topics related to deafness and hearing loss. Linguistic studies have focused on language acquisition and language processing problems, educational studies on the development of communication and literacy skills, and studies in the library and information science field have emphasized access to reading materials. While the research approach or focus of each profession may differ, all share a common interest in developing and enhancing the low reading and literacy skills of deaf children, which is consistently noted by many researchers (e.g., Ewoldt 1981, 59; Bochner and Albertini 1988, 5; Paul and Quigley 1990, 16, 180) as being at the fourth grade level. These three researchers' works alone show a span of ten years between studies with little evidence of improvement in reading and literacy skills.

Linguistic Studies

How is language acquired? What do prelinguistic and linguistic studies reveal about the language development of hearing and deaf children and adolescents both before and after they acquire language? Are there differences or similarities between how hearing and hearing-impaired children acquire language? What impact does language acquisition have on language

comprehension and reading abilities? These questions pose significant issues for understanding the learning, interpreting, and processing abilities of hearing and hearing impaired children.

During the prelinguistic stage many researchers conclude that normal hearing children learn and acquire language through input and feedback (Johnston and Reed 1985, 6; Volterra and Erting 1994, 2; Bochner and Albertini 1988, 19-20). Through either spoken language or visual and tactile stimuli, smiles, gestures, or objects, children receive input about their environment. Children process this input, then eventually test their environment for feedback and reinforcement of appropriate usage and contextual meaning, thereby facilitating the development and acquisition of language skills (Johnston and Reed 1985, 4-7).

According to Bochner and Albertini (1988, 20) "language acquisition therefore occurs within a social milieu in which the learner is an active participant, eliciting and selectively processing input in the course of communicative interactions and constructing language with the assistance of physiological and cognitive mechanisms." Bochner and Albertini (1988, 15) and Robbins (1994, 58-59) conclude that meaningful input and interaction is based on hearing and making associations between sounds, words, and actions and that "languages cannot be learned in the absence of linguistic input" (Bochner and Albertini 1988, 19). If language acquisition is based on spoken English, how then do hearing impaired children develop language and reading skills? This question will be addressed later by Schirmer (1994) and other researchers, but before looking at their response, there are a few more language developmental models to present that clarify some of the inherent problems hearing impaired children confront in acquiring language.

Other researchers discuss the language development of children according to stages and sequences of language development, offering an explanation for the inherent difficulties of learning any language without auditory input. One model that Paul and Quigley discuss is Kaplan and Kaplan's four stages of prelinguistic development, which involves crying behaviors, vocal and cooing behaviors, babbling period, and a transitional period between babbling and the utterance of first words (Paul and Quigley 1994, 100). During these stages, children enjoy producing and hearing sounds, whether their own or others. Robbins (1994) support Paul's assertion that language development occurs in stages, but cite McLean and Snyder-McLean's three-stage model of how normal-hearing children acquire language. In the first stage children give appearances of understanding words or sentences; second stage marks the beginning of word comprehension demonstrated by a child's response to familiar or ritualized words and phrases; and in the third stage of prelinguistic development, children increasingly grasp the structural nuances of sentences, "eventually demonstrating the ability to decode sentences on the basis of grammatical elements" (Robbins 1994, 58-59). From this latter model, Robbins concludes that hearing impaired children remain at the first stage of prelinguistic development for a longer time than their hearing peers, "tending to make extensive use of gestures," (Robbins 1994, 59) which Schirmer's research purports "is an important stage in the acquisition of language" for both hearing and hearing impaired children (Schirmer 1994, 8).

Prelinguistic studies of hearing and hearing impaired children show that although both groups follow the same "developmental sequence of comprehension skills," the language acquisition skills of hearing impaired children is significantly delayed (Butler 1994, viii). Because hearing impaired children lack both an intact auditory system and adequate and appropriate

exposure to language (Johnston and Reed 1985), they do not acquire language at a normal developmental rate. Examples of delayed comprehension skills include understanding how sounds form words, word recognition, how words form sentences, grammatical rules, vocabulary development, and contextual or situational meanings. Citing studies by three researchers on the language comprehension skills in hearing impaired children, Robbins points out that "regardless of communication mode, the majority of hearing-impaired children fail to develop age-appropriate skills" (Robbins 1994, 57).

Studies comparing the language of hearing impaired students to hearing students show a language gap affecting the ability of hearing impaired students to comprehend printed material (Johnston and Reed 1985, 2). This is not to say that deaf children do not have the cognitive ability for "learning the meaning, structure, and use of language as the hearing child" (Schirmer 1994, 7). It does emphasize, however, the need not only to understand the early language development process of Deaf/HOH children, but also to use this knowledge to improve their reading skills.

While traditional prelinguistic studies have focused on "the child's perception and production of speech sounds," Schirmer expresses concern that this does little to explain the prelinguistic development of deaf children. Instead, Schirmer advocates the need for more research "on how prelinguistic children use gestures symbolically to represent functions and meanings and how gestural development is related to language acquisition" (Schirmer 1994, 7). Understanding how children move from gestural communication to symbolic language, Schirmer claims is a more viable step in understanding the prelinguistic development of deaf children.

Language and Communication Choices

There are cogent arguments and divergent views on what is the most appropriate language and/or communication choice for learning and teaching language and reading skills to hearing impaired children. Choices range from adopting one communication mode to a combination of one or more sign and/or spoken languages. These are complex and frustrating choices for hearing and deaf of Deaf/HOH children. Clarifying these choices, Paul and Quigley offer the following explanation of the types of languages and forms of communication to be considered (with emphasis of bolded characters left intact):

Specifically, there are two languages, American Sign Language and English, and two communication forms, oral and **manual**. The two languages and communication forms can be combined to produce a variety of approaches that can be categorized in three ways: (1) oral English, (2) **signed systems** or **manually coded English**, and (3) American Sign Language. These approaches (except for ASL) are part of one of two communication philosophies, oral education and Total Communication (Paul and Quigley 1990, 9)

What is important for professionals, including library and information science professionals, to understand in their work with Deaf/HOH children is the diversity of language and communication structures used by Deaf/HOH children and adolescents. In the library field, this understanding is important in building representative collections about the various language systems, education philosophies, and communication forms. Equally important is "the challenge, at the very least, ... to provide deaf or hard of hearing students with accessible language and literacy experiences" (Luetke-Stahlman, Hayes and Nielsen 1996, 309), for which the latter goal should be the mission of libraries and librarians.

Conclusion

Many benchmark studies exist about how children develop language, which are too numerous to discuss, but deserve mention. Even though this researcher's focus is limited to selective deaf-related studies, the serious researcher should become familiar with such works as (1) Anderson's (1993) *Beyond "Small Words and Grammar." Linguistic Analysis and Deaf Writers: Towards a Pedagogy of Meaning and Representation*; (2) Chomsky's (1993) *Language and Thought* and numerous articles; (3) King and Quigley's (1985) *Reading and Deafness*; and (4) Pinker's (1994) *The Language Instinct. How The Mind Creates Language*.

Education Studies

Introduction

Extensive studies published by hearing and deaf educators working with hearing impaired children demonstrate an ongoing research effort to understand the reading difficulties that seem to go hand-in-hand with deafness while also presenting methodologies for improving hearing impaired children's literacy skills. Although varying viewpoints abound regarding the most effective or efficient approach to acquiring language, communication and reading skills, Paul and Quigley (1990) assert that "most educators agree that it is critical for hearing-impaired students to develop adequate literacy skills" (Paul and Quigley 1990, 177). While literacy may be difficult to define, Paul and Quigley accept Gray's 1956 definition, adding their own emphasis to terms with bolding and italicized characters as follows:

A person is **functionally literate** when he has acquired the knowledge and skills in reading and writing which enable him to engage effectively in all those activities in which literacy is normally assumed in his culture or group *and in the majority culture of society*. (Paul and Quigley 1990, 178)

Given this definition, hearing impaired children struggle with fitting into two cultures and are faced with achieving bilingual skills to communicate not only within the deaf culture (which has a number of language/communication systems) but also with an English-speaking hearing culture, which represents the majority of American society.

A number of questions emerge about how to respond appropriately and effectively to the literacy needs of deaf children and adolescents. Other questions for which researchers and educators of the deaf seek to find answers include the following:

- How does language affect reading?
- How do hearing and deaf children learn to read?
- What methods do hearing and deaf readers employ in learning to read and in understanding text?
- Are there differences in the reading strategies and reading comprehension skills of deaf students and their hearing peers?
- What teaching methods facilitate reading and promote interest in reading?
- What reading materials are recommended for use with children and adolescents?

These questions will be the focus of the discussion that follows along with research findings that offer answers, direction, and potential solutions to this literacy challenge among hearing impaired readers.

Language and Reading Skills

Johnston and Reed (1985) compared the language of hearing and hearing impaired students to demonstrate how the presence or absence of language impacts the comprehension of printed material. Citing studies by researchers on hearing impaired children's vocabulary, Johnston and Reed (1985, 7) highlight some grammatical and syntax difficulties, including the

greater use of nouns and verbs, lesser use of adverbs and prepositions, and verb tense difficulties among hearing impaired children than with hearing peers (Johnston and Reed 1985, 7).

Although "hearing impaired children may have a functional vocabulary," problems with sentence structure may contribute to poor comprehension of printed words and to low reading comprehension skills (Johnston & Reed 1985, 7).

From Johnston and Reed's findings of other researchers' works, five reasons were identified for delayed language skills, from slight to severe, and for poor reading comprehension skills among hearing impaired children. These reasons include: (1) "inability to make inferences from contextual clues," (2) "lack of understanding of figurative language," (3) "impoverished knowledge base," (4) "lack of a fluent communication system with which to internalize the experience into some meaningful code," and (5) deafness itself (Johnston and Reed 1985, 8). Perhaps a closer look at how reading occurs may shed some light on improving the reading skills of hearing impaired children.

Reading Development in Deaf Children

How does reading occur? Although this question does not have a complete answer, according to Paul and Quigley (1990, 178), some theories exist. Elster asserts that in the normal hearing child, reading readiness begins with developing a child's auditory and visual comprehension and discrimination skills. Once these skills are intact, a child's reading behavior begins by imitation followed by memorization of words through environmental print, such as signs on the road, in the grocery store, and other familiar surroundings. Children mimic words and role play situations to stimulate learning and feedback (Elster 1994, 5).

What are the stages of the reading process? Miller (1994, 4-5) contends there are four readiness skills that must be present before children begin reading. These skills are auditory discrimination, auditory comprehension, visual discrimination and visual memory. First, auditory discrimination is the ability to hear likeness and differences in sound through the study of consonants, ending sounds and medial sounds. Second, auditory comprehension is understanding spoken materials through literal, inferential and judgmental questions that stimulate speaking. Third, visual discrimination happens when a child can see similarities and differences in shapes, letters, and words. Fourth, visual memory involves testing what a child remembers from items seen through the use of flash cards and other recall strategies.

What are the pre-reading stages of a deaf child? How do deaf children acquire knowledge about printed letters, words and stories? These questions were examined by Andrews (1985) who studied 23 prelingually deaf kindergarten and first grade students, ages 5 to 8, with severe-to-profound and profound hearing losses in groups of five or six for 30 minutes a week with a teacher. This study found that deaf children use fingerspelling and manual signs to acquire early reading skills. Andrews' study was designed to "test the effects of teaching four pre-reading skills--fingerspelling, book reading, story reciting and word recognition on deaf children's prereading abilities" (Andrews 1985, 3). To measure these effects and subsequent progress, a pretest and posttest were administered.

Using a reciprocal teaching method "in which students receive explicit instruction, modeling and corrective behavior regarding the four prereading skills" (Andrews 1985, 3) in an interactive exchange, the teacher read and signed an experimental storybook containing three to five new words in a picture context with a manual sign illustration. New signs and words were

discussed followed by activities that engaged the children in the four prereading skills. Some of Andrews' findings showed that the reciprocal teaching method fostered letter, word and story knowledge, while further substantiating the premise that deaf children's early exposure to printed letters, words and stories does have a positive impact on reading readiness. Another conclusion drawn from this study is the importance of support for teaching: (1) fingerspelling, (2) book reading; for example, holding a book, turning pages and attending to pictures and words, (3) story reciting (increasing listening skills, cognitive skills, attention span and child's knowledge of story concepts), and (4) word recognition (expanding sight word vocabulary). The early implementation of these skills has short- and long-term benefits for prereading and reading skills. Andrews makes this distinction between prereading and reading skills, defining prereading skills as those that "deal with knowledge of early concepts about printed letters, words and stories"; whereas, reading skills "are concerned with decoding and comprehending sentences in longer texts" (Andrews 1985, 5).

Ewoldt's (1985) discovery that preschool children notice and learn from printed words in their daily environment stimulated other questions, prompting continued research, along with Saulnier, about the importance of environmental print on children's ability to read and write (Ewoldt and Saulnier 1994). This research focused on finding "the extent to which young deaf children attend to and derive meaning from environmental print" (Ewoldt and Saulnier 1994, 2).

An environmental print task was designed and administered to 28 children with severe to profound hearing losses between the ages of three and four who used either oral methods of communication or simultaneous communication. Tasks were designed to test decontextual (lacking clues such as color, shape, picture or logo) and contextual skills (containing color, shape,

picture or logo clues) found in a fast-food restaurant of familiarity to the students. The major findings of the study showed that students could:

- recognize many of the environmental print items,
- increase responses based on additional contextual clues,
- categorize and relate items to their experience, and
- identify items when contextual characteristics were absent.

Administered over a four-year span, Ewoldt and Saulnier found also that as the chronological age of the child increased, correspondingly the deaf child's recognition and response skills improved. This study emphasizes the importance of contextual clues and that "learning in context actually facilitates the child's ability to read decontextualized print farther into the learning process" (Ewoldt and Saulnier 1994, 5). It also "provides strong evidence of deaf children's ability to make sense of written language" (Ewoldt and Saulnier 1994, 5). Ewoldt and Saulnier's research strongly indicates that children's exposure to environmental print facilitates children's ability to read.

What happens during the reading process? Miller (1994, 3-4) emphasizes that much happens when stories are read aloud to children, including hearing impaired children, from developing listening and recognition skills to fostering creativity to encouraging participation in reading. Exposure to words and meaning in contextual situations gives children opportunities to interpret and relate stories to their personal experiences. As children listen to stories or follow the reader's expressions, they derive meaning and make inferences from stories. Building confident readers, Elster (1994, 6) asserts also depends on such factors as the presence of pictures, background knowledge, language, and other factors.

Reading Comprehension in Deaf Children

Johnston and Reed (1985) claim that "skilled reading involves decoding of printed words (recognition) and the use of higher order cognitive processes for interpretation of meaning (comprehension) from the orthographic [usage] representation" (Johnston and Reed 1985, 9). In the latter case, increasing children's exposure to a range of stimulating and meaningful experiences enables children to establish higher order cognitive skills. These experiences allow children to assign or internalize symbolic meaning to experiences, stored in memory, for later recall. Such experiences establish a knowledge base in which children can associate real world experiences to text-based experiences, thereby enhancing their vocabulary skills and reading comprehension.

Text-based reading, according to Paul and Quigley (1990, 178) is also referred to as a bottom-up reading model, which along with the top-down process model of reading, refers to distinctions between skilled and less skilled readers (Johnston and Reed 1985, 10). Along with these two models, Paul and Quigley (1990, 179) identify a third "interactive" model that bases reading comprehension on the use of both the bottom-up and top-down process.

Johnston and Reed associate the bottom-up model with skilled readers, who "attend to content words in text, use individual letters for clues, and phonic knowledge for word recognition during their reading" (1985, 10). Skilled readers are able to predict and infer occurrences in text, connecting what they see in print with prior information. Paul and Quigley (1990, 179) support this definition stating that "reading begins with the decoding of words and eventually culminates in meaning. Emphasis is placed on simple letter identification, **letter clusters**, and **sound-letter correspondences**."

With the top-down reading process, which Johnston and Read (1985) associate with less skilled readers, including hearing impaired children, Paul and Quigley (1990, 179) argue "readers use their prior or world knowledge ... to figure out letters, words, and sentences." This approach Paul and Quigley indicate impedes the fluency and rapidity of reading, which makes for a less skilled reader. Instead, by having a greater knowledge of syntax and semantics, less skilled readers can become skilled readers.

An interactive approach to reading is a third reading model that uses both bottom-up and top-down skills. Essentially, the major tenet of this view is that good readers will use not only their knowledge of syntax and semantics to understand the content but also their prior experiential knowledge to interpret text and construct meaning. (Paul and Quigley, 1990, 179)

Reading Comprehension in Deaf Adolescents

What do studies show about the reading comprehension skills of deaf adolescents? Three studies will be presented to offer some understanding about the reading habits of deaf adolescents. First, Strassman (1992) studied 29 deaf adolescents, ages 14 to 19, who were prelingually deaf and had severe to profound hearing losses, from a state residential high school for the deaf, "to assess their metacognitive knowledge about school-related reading" (Strassman 1992, 326). Brown's definition of metacognitive knowledge is cited by Strassman which "refers to both the knowledge and the control an individual has over his or her own thinking and learning" (Strassman 1992, 326).

Using a modified version of the Reading Comprehension Interview questionnaire consisting of 19 questions, "students were interviewed by an examiner fluent in American Sign Language (ASL) and manually coded English" (Strassman 1992, 327). Accompanying all but one

of the questions were examples of materials (such as magazines, newspapers, novels and basal readers) to clarify a question's meaning. Here is a sampling of the questions Strassman (1992, 327) asked:

- "What do you like to read?
- Do you read in school? How often?
- Do you read at home? How often?
- Is reading hard or easy? Why?
- Are you a good reader?
- How do you know? Why?" (This last question refers to the previous question.)

The intent of these and other questions was to find out if students' answers would reflect independent or dependent (skill-based or school-based) reading skills. Strassman's findings indicate "that many of the participants were passive readers who used skill-based or school-task oriented schemata for reading." (Strassman 1992, 328) Thus, results from this study reveal that deaf adolescents view reading as a function of school-related tasks, lacking the self-directed reading habits of their hearing peers. However, Strassman purports that deaf adolescents may be passive readers because their learning environment fosters this dependency, but also emphasizes the need for further studies to examine this phenomenon, claiming that deaf adolescents "can successfully be taught metacognitive strategies that enable them to become better readers." (1992, 330)

Second, a comparative study of 16 deaf high school students' and nine teachers' (two deaf and seven hearing) "perceptions of the interest and difficulty of three types of text" was conducted by Ewoldt, Israelite and Dodds (1992, 351). Researchers wanted to find out if deaf

readers "experience difficulties monitoring their comprehension and using appropriate metacognitive strategies or whether their teachers tend to underestimate their abilities and perpetuate a dependent stance, as Ewoldt maintains" (1992, 351). Only the results of this study will be discussed here, allowing the interested reader to review the specific methods and materials used in the researchers' article itself. Teacher and student perceptions in this study were different with conclusive evidence "that deaf students are far more proficient readers than teachers give them credit for. They are able to comprehend texts that teachers perceive as too difficult; they are able to identify strategies that facilitate their own comprehension; and they are aware that teachers underestimate their ability to understand text independently" (Ewoldt, Israelite, Dodds 1992, 360). As a result of these findings, the researchers suggest "that difficult materials should not be avoided or simplified for deaf students" (Ewoldt, Israelite, Dodds 1992, 351).

Third, Hanson (1989, 72) reports that deaf students attending Gallaudet University averaged a seventh to tenth grade reading level with some reading at above twelfth grade level. Such information diminishes support for the assumption that deaf readers do not have the cognitive ability to learn English or any other oral language. As Schirmer asserts from extensive experience and research, "the child with a hearing impairment has the same cognitive potential for learning the meaning, structure, and use of language as the hearing child" (1994, 7). Moreover, studies of deaf college students revealed the ability to learn English phonology (sound and letter composition of words), some of which has been accomplished through speech training, and from lipreading and experience with the grammatical structure of English. Studying deaf college students who were congenitally, profoundly deaf readers and whose first language was ASL, Hanson found no evidence or reliance on ASL to figure out words. He cites later research

results by two researchers who assert that "the better deaf readers do not use sign coding in their recall or reading of printed English words" (Hanson, 1989, 78), further substantiating the self-directional and independent reading capabilities of deaf readers.

Reading Achievement Among Deaf Children and Adolescents

What is the reading level of hearing impaired children compared to hearing children?

Almost every study or document reviewed for this paper consistently noted the low reading skills of hearing impaired children compared with their hearing counterparts, as measured by standardized tests. For more than a decade, severely to profoundly hearing-impaired adolescents, 18- to 19-year old, have shown a reading record similar to 9- to 10-year old hearing children, placing them at the fourth or fifth grade reading level, with little or no progress from year to year (Paul and Quigley 1990, 180). This low reading score presents questions and requires attention within the hearing and deaf community, especially in light of other statistics that show hearing impaired and deaf children being mainstreamed into public schools. Speculatively, not many of these schools are equipped to meet the unique reading needs of a severely or profoundly hearing impaired child or adolescent nor in all likelihood are they aware of the problems contributing to the reading difficulties of deaf and hearing impaired children.

Reading Strategies for Deaf Children and Adolescents

What types of books can increase vocabulary skills and reading comprehension among hearing impaired children and adolescents? Some of the formats suggested for use with deaf readers range from ASL signed books and basal readers to high interest/low vocabulary books and predictable books for deaf children and deaf adolescents. Additionally, varying viewpoints are held about whether special or traditional reading materials should be used with deaf readers.

Some educators and linguists argue that books need to be modified and adapted to assist reading comprehension skills among deaf readers. Others regard simplified reading materials as unnecessary and that deaf readers should be encouraged to read books with complex sentence structure. This latter view was mentioned earlier from studies conducted by Ewoldt, Israelite and Dodds (1992) on the reading achievements of deaf adolescents. However, Paul and Quigley (1990, 196) argue that sufficient research has not been done to substantiate the merits or "effects of special or adapted materials on the reading comprehension of hearing-impaired students."

What materials focus on the specific needs of deaf readers? Johnston and Reed (1985, 15) claim that "the only reading series designed for hearing impaired students is Reading Milestones," which uses a "chunking technique" to break concepts, vocabulary and sentence structure into small units of meaning. Johnston and Reed also recommend selecting books, such as basal readers for K-6 hearing impaired children, with little figurative language (metaphors and similes). The reason for avoiding figurative language according to Paul and Quigley (1990, 182) is that "many severely to profoundly hearing-impaired children students and other poor readers have difficulty with the fact that a word may have several meanings," as illustrated in their example:

- "1. The girl put her money in the *bank*.
2. The girl sat on the *bank* of the river."

The second sentence includes figurative language and poor readers "may not be able to use context clues to derive the meanings of words" (Paul & Quigley 1990, 182). Johnston and Reed explain that extensive studies show that "the hearing impaired child uses a greater proportion of nouns and verbs in his/her language and fewer adverbs, prepositions, and question

forms than the hearing child. Verb tenses are often incorrect or omitted" (Johnston and Reed 1985, 7). Paul and Quigley (1990, 183) support this discussion citing Quigley's 1976 study showing discrepancies between deaf students ability to comprehend grammatical structures and the frequency of such structures in reading materials.

Do books with American Sign Language symbols facilitate or hinder the learning of English? To answer this question, the research of Schick and Gale (1995) is presented as one viewpoint. Preschool children, ages 4 and 5, with varying hearing losses were told twelve stories using three types of sign systems--pure ASL, pure SEE II, and SEE II with ASL features and ASL structures--during a storytelling session. In comparing the quality and quantity of interaction by these children with the sign systems used, "the results indicated that children participated more and initiated more interactions during story conditions that were either pure ASL or contained ASL signing. In addition, children referred to the book more often during the ASL condition. In general, the data indicates that children might find stories told using ASL more interesting or engaging" (Schick & Gale, 1995,303).

Stewart, Bennett and Bonkowski (1992, 4) examined "the signability of children's books, including the ideal pace of reading, the use of language, and the complexity of the story." In so doing, a list of recommended books was compiled for reading to deaf children from preschool through second grade, which will be included in this researcher's collection evaluation study. Of significance to the value of signing both to reading and to learning English is what is revealed by a project highlighted in Stewart, Bennett and Bonkowski's article "Books to Read, Books to Sign." Deaf high school seniors at the Nebraska School for the Deaf read and signed books to elementary deaf children. What the older deaf students concluded is that "stories read in

ASL were probably more interesting and easier for the children to understand. They also suggested, however, that signing stories in English word order might help the younger children associate the printed text with the signed presentations" (Stewart, Bennett, Bonkowski 1992, 4). Thus, deaf readers can make associations between signed and print words, deriving meaning and enabling them to become bilingual readers.

Basal readers, commonly used in elementary and intermediate reading programs for hearing students, are also being used for hearing-impaired students, according to Paul and Quigley (1990, 196). From survey studies to educators asking them to rate the vocabulary, syntax, figurative language, and content of four commonly used basal series, they found the *Reading Milestones* series to be rated the highest "because it was specifically designed for hearing impaired students" (Paul and Quigley, 1990, 196, 202) and not because of interest level. This finding confirms Johnston and Reed's (1985) earlier supposition about the usefulness of this series. Educators were asked to rate also *Reading Systems and Systems Unlimited* (published by Scott, Foresman), *Ginn 360 and Ginn 720* (published by Ginn & Co.) and *Houghton Mifflin Readers* (published by Houghton Mifflin).

Some educators (e.g., Paul 1994, 248; King & Quigley 1985, 132, 164) recommend high interest/low vocabulary books, which modify the vocabulary and sentence structure to increase reading comprehension without losing contextual meaning, for those with reading difficulties. Only in the last decade have publishers begun to respond to the demand for high/low books to meet a range of reading and learning disabilities among both hearing and hearing impaired readers. These books are meant generally for middle and senior high students, and although such books cover a range of topics, much more needs to be written and published. Examples of resource books for finding these special materials (high interest/low vocabulary, ESL, and reluctant reader selections) are presented in the ensuing discussion on library and information science studies.

Finally, the last format to be mentioned here is predictable books. The benefits of words repeated over and over again with beginning readers are evident among both hearing and hearing impaired children. Repetition fosters word recognition and young children tend to enjoy patterns and predicting word sequences and combinations, resulting in increased sight vocabulary schools.

Supporting this position of the benefits of predictable word stories, Luckner (1990, 6) states that "books based on repetitive structures also make it possible for children to anticipate coming lines or future episodes. Students become familiar with the reappearing lines and patterns, and begin to emulate parts of the writing process by predicting what will come next." Another advantage to the rhythmical nature of patterned words is that children have fun learning and this builds a positive foundation for reading.

Summary

Johnston and Reed (1985, 20) conclude that "since the hearing impaired child is so dependent on his/her visual sense, reading will be his/her primary tool for accessing information."

Answering the challenge to be heard and to open pathways to information, public libraries in the communities where hearing-impaired children and adolescents live and attend school, have a vital role in building and fostering the literacy skills of this population. Or, as Julie McDaniel (1992, 131), an Ohio librarian, exhorts in her title, "They Can't Hear Us Does Not Mean We Can't Serve Them."

Library and Information Science Studies

Introduction

Responding to the information needs of the deaf requires including library materials not only for the deaf but also for the hearing population about the deaf. As a cultural group with its own language, history, and traditions, the deaf have a rich legacy of triumph and struggle that needs to be accessible to and preserved for other deaf persons. Hearing people can learn from the deaf culture and its heritage also through fiction and nonfiction library materials that tell their story. When children (and adults) understand other cultural groups, such as the deaf community, the walls of silence can change from isolation to acceptance. To ameliorate this problem of isolation, public libraries can provide both deaf and hearing patrons with resources that can build bridges of understanding and knowledge.

In following a child's developmental process from acquiring language to developing reading skills to encouraging life-long literacy skills, the library has an important role in being an active presence in a child's ongoing growth as a toddler through adulthood. Building on this developmental model, emphasis shifts now to questions about what contributions library and information professionals have made to meeting the information needs of deaf and hearing impaired children and adolescents. What types of studies have been done by librarians regarding the needs of the deaf and hearing impaired? A review of the literature shows three types--bibliographic studies, content analysis studies, and historical studies. Of these three, bibliographic studies represent the predominant research focus. Examples of each type are presented along with an explanation of the contributions these studies represent. Also included in this examination

of studies by library and information science professionals are contributions by publishers, who share an equally significant and partnering role in providing and promoting access to reading materials about and for hearing impaired children and adolescents.

Bibliographic Studies

Sounding the alarm a decade ago about the lack of reading materials for Deaf/HOH children and adolescents, Matthews (1985, 138) noted that "very little has been written for use specifically with deaf people of any age, and consequently, a basic problem is finding suitable literature that combines appropriate subject matter and simple language." Among her recommendations for meeting the information needs of the deaf was the development of bibliographies of interest to the deaf. (Matthews, 1985, 139) Responding to this need have been hearing and deaf authors, schools and organizations serving the Deaf/HOH, and publishers of library-related materials and publishers of deaf-related materials only.

Under the auspices of the Association of Specialized and Cooperative Library Agencies, a division of the American Library Association, Kovalik, Norton, and Meck (1992) published an extensive, annotated bibliography of deaf-related materials. Earlier under the auspices of the National Institute for the Deaf, Norton and Kovalik (1988) compiled a selective bibliography of basic materials for a public library's collection on deafness. Other representative bibliographies compiled by public libraries or librarians after 1986 include the following:

- A Bibliography of Deaf Related Materials (1987) by Council Bluffs Public Library in Iowa.
- The Rustle of a Star: An Annotated Bibliography of Deaf Characters in Fiction by Jonathan Miller (1992), a librarian, in Wallace Library at the Rochester Institute of Technology, which serves the Deaf community.

- Deafness. An Annotated Bibliography by Jane Hecker-Cain (1992), a librarian with the New Jersey Library for the Blind and Handicapped.
- Sharing Traditional and Contemporary Literature with Deaf Children co-authored by Carolyn Schuler (1992), a children's librarian at Monroe County Library System and by Susan Meck, a librarian with the Rochester School for the Deaf in Rochester, New York.

The content of these selective bibliographies varies from a compilation of specific literature genres (e.g. anthologies, fiction, etc.) to broad coverage of resources not only about deafness in literature for hearing and hearing-impaired children and adolescents but also educational, legal, social and other issues impacting the deaf community.

As awareness of and interest in the needs of people with disabilities increases so does the concomitant response of publishers to provide reading materials that reflect the public's interests. Publishers of both library-related and deaf-related materials offer bibliographic resources for finding fiction and non-fiction books for and about K-12 Deaf/HOH readers. Using the subject index in these sources, readers can find coverage of deaf-related themes under such subject headings as deafness, disabilities, hearing impairments, physical disabilities, and other terms.

Gale Research Company, Libraries Unlimited, R.R. Bowker, and others are among the library-related publishers whose publications range from annotated bibliographies to high interest, low vocabulary listings to ESL bibliographies and resources for reluctant readers. For example, the companion fiction and nonfiction annotated bibliographic series, Portraying Persons With Disabilities (Friedberg, et al. 1992; Robertson, 1992) for children and teenagers includes a dedicated chapter on books on hearing impairments. Other chronologically-listed examples include:

- Resources for Middle-Grade Reluctant Readers: A Guide for Librarians. by Marianne Laino Pilla (1987). Littleton, CO: Libraries Unlimited, Inc.
- High-Interest Books for Teens. A Guide to Book Reviews and Biographical Sources. Edited by Joyce Nakamura (1988). 2d ed. Detroit: Gale Research Company.

- High/Low Handbook. Encouraging Literacy in the 1990s. Edited by Ellen V. LiBretto (1990). 3d ed. New York: R.R. Bowker.
- Light 'n Lively Reads for ESL, Adult and Teen Readers. A Thematic Bibliography by La Vergne Rosow (1996). Englewood, CO: Libraries Unlimited, Inc.

The significance of these and other reference sources cannot be overshadowed in that such resources demonstrate a serious commitment to addressing the problems and concerns of those with reading difficulties.

Examples of publishing houses that either distribute or produce deaf-related materials only are Alexander Graham Bell Association for the Deaf, Dawn Sign Press, Gallaudet University Press, Harris Communications, National Association for the Deaf (NAD), National Information Center on Deafness (NICD), T.J. Publishers, and many more. Librarians can contact these organizations for reading lists and request to be placed on their mailing lists for annual updates of new publications. These publishers play an important role in promoting an awareness of the deaf culture and its history and of making literature for and about the deaf equally accessible to hearing and hearing-impaired children and adults.

Bibliographic studies, whether annotated or not, are one way library and information science professionals as well as publishers can proactively communicate their acceptance and awareness of the diversified needs within the Deaf/HOH community. Library professionals and publishers are making inroads into responding to this need. Many acquisition tools exist for finding bibliographies and listings of deaf-related materials. As with other subject collections, Jones (1992, 34) advises that librarians should review advertisements and reviews in magazines or newspapers published for the Deaf/HOH community, such as *American Annals of the Deaf* and *Hearing Journal*. Two other examples are *Volta Review* and *Perspectives in Education and Deafness*. Jones (1992, 36) encourages librarians to stay abreast of the trends and interests of the

deaf community by requesting bibliographic and other types of information from other public libraries, (such as the Cuyahoga County Public Library in Cleveland, Ohio) and getting on the mailing list of deaf organizations, such as the ones mentioned earlier that publish deaf-related materials only. Because there are various philosophies and viewpoints about communication choices among the Deaf/HOH community, Jones (1992, 36) reminds librarians to "strive for a balanced collection showing all viewpoints," which is the goal of all subject collections.

Of equal, if not greater, importance are the contributions of deaf authors to the growing genre of deaf literature and deaf studies, such as Bragg, Gannon, Martineau and more than forty other deaf authors listed in the Gallaudet Encyclopedia of Deaf People and Deaf Awareness (Van Cleve 1987). As deaf persons who "walk the talk," these authors offer an inside view of the historical events and cultural issues that have marked the experiences of the American Deaf Community, for both hearing and hearing impaired individuals. Among the topics examined and published by deaf authors are deaf culture, deaf history, sign language, etc.

Content Analysis Study

A content analysis study of how sensory disabled children and adolescents are portrayed in fiction and nonfiction was conducted by Noreen McBride (1994) in fulfillment of her Master's in Library and Information Science from Kent State University student. Forty books were selected at random to identify not only types of images portrayed among the sensory disabled (blind, deaf, visual impairments and hearing impairments) but also which disabilities were portrayed most frequently. Of significance to this study is her finding that "blindness was the most frequently portrayed disability," which supports Hagemeyer's (1992, 5) concern that "when comparing library resources for blind persons and those individuals who are deaf, it is noted that there are

federal funds available to provide quality library services to blind people but none for deaf people." However, this researcher does not know where Deaf/HOH people ranked in McBride's study since information was learned from an on-site database of Master's Research Papers at the Kent State School of Library and Information Science. Nonetheless, it is no less significant as it highlights the problem of isolation and rejection often expressed by the deaf community.

Historical Studies

Alice Hagemeyer, a deaf librarian and founder of Friends of the Library for Deaf Action (FOLDA), has championed much of the research, starting in the 1970s, that has led libraries to become more aware of the needs of deaf and hearing impaired people in all age groups. Her works are numerous, from historical research. In her article, "We Have Come A Long Way," she documents the historical growth of library service to the deaf community (Hagemeyer, 1992). A salient concern that her article raises is the historically poor relationship between libraries and the deaf community. One concern is the communication barrier that has kept deaf patrons out of the library and, consequently, showing little interest in what libraries may have to offer. On the other hand, Hagemeyer points to some positive growth in the last two decades in responding to deaf patrons' needs, including the availability of assistive devices in making the libraries' offerings (materials, programs and services) accessible to deaf patrons. At the same time, the establishment and expansion of books and other media formats about or for deaf people is evidence of growth but one that needs continuous prodding. In addition, her article explains much about the deaf community, deaf culture and deaf studies to help librarians understand the deaf.

Another historical study, written by Kent State University student, Deborah Dennison, (1991) provides a historical portrayal of the Coventry Village Library in Cleveland, which includes an analysis of its Deaf Awareness Program, begun in 1987. Having read only the abstract to this study, which was obtained from searching Kent State's School of Library and Information Science on-site database of Master's research papers, the detailed findings are not known. Nonetheless, this historical study is noteworthy in identifying what research exists and because this research writer's emphasis is on public libraries even though its from another Ohio county. Also this researcher is aware of the ongoing contributions of the Coventry Village Library's service to deaf patrons through ASL storytelling hours and bibliographies from electronic mail correspondence with both Anne Saliponte, a librarian from the aforementioned library, and Sue Manross, a deaf educator, through the listserv, EDUDEAF-L.

Summary

While much research has been done to understand the linguistic, educational, and information needs of deaf and hearing impaired children and adolescents, this researcher has not been able to find any study that applies the research from these fields to make sure public libraries, in particular, are in compliance with meeting the information needs of the deaf community. It may be sensitive and appropriate to provide guidelines for meeting these information needs, but without studies confirming progress in achieving these concerted goals, there is no measurable accountability for assessing the library profession's success or failure in honoring the guidelines set forth. This study, therefore, intends to present a model for evaluating compliance with meeting both ALA and ADA guidelines, focusing on the fiction and nonfiction needs of one special cultural group--deaf and hearing impaired children in grades K through 12.

CHAPTER 3

METHODOLOGY

Research Methods

Both content analysis and collection evaluation studies were used to answer this study's research objectives. The content analysis study was designed to identify what fiction and nonfiction books about and for Deaf/HOH and hearing children and adolescents exist in the literary world. The collection evaluation study was based on the findings from the content analysis study and used to evaluate the collection holdings of Franklin County's seven public libraries.

Data Collection Instruments

Two forms were used to record data for the content analysis and collection evaluation phases of this study. Appendix A shows the form used to record bibliographic information of K-12 fiction and nonfiction books both about deaf-related themes and for Deaf/HOH readers from core bibliographies during the content analysis phase. Added to this form were the results of what titles existed in each of the seven Franklin County, Ohio public libraries during the collection evaluation phase. A separate form (see Appendix B) was used to record and collect data on high interest, easy reading books for Deaf/HOH readers in grades 7 to 12 only. Separate forms were created to avoid skewing the data either positively or negatively toward one reading group.

Procedures and Design

To compile the first core bibliography (see Appendix A), standard and specialized bibliographic sources with publication dates from 1990 to 1997 were used to identify K-12 fiction and nonfiction books about deaf-related themes. (Appendix C lists the bibliographic sources used for compiling a core bibliography of books about deafness for K-12 students.) Only those sources containing either chapter information about Deaf/HOH titles and/or a subject index to deaf-related terms were considered. (Appendix D offers a sample listing of some subject headings used or found when searching for targeted books.) Appropriate bibliographic sources were identified from both online public access catalogs (OPACs) and online research databases. The Library of Congress Catalog, OhioLINK Central Catalog and the Ohio Public Library and Information Network (OPLIN) were the three OPAC sources used. Among the research databases searched were ArticleFirst, Dissertation Abstracts, ERIC, Library Literature, PapersFirst, Periodical Abstracts, Proceedings First, and WorldCat. Keyword and subject searches were used to find deaf-related materials within these electronic sources.

Additionally, fiction and nonfiction books for K-12 Deaf/HOH readers were identified from bibliographic listings provided by publishers, organizations, and key magazines serving this population's information needs. Product catalogs and reading lists were obtained from publishers and national organizations for the deaf. Also, recommended book lists were found in *Perspectives in Education and Deafness*, a serial publication for teachers and parents of the deaf. Finally, the same aforementioned OPAC and online research databases used to find bibliographic sources containing K-12 books about deafness were also used to find bibliographic sources citing fiction and nonfiction books for this Deaf/HOH children and adolescents, including high-interest, low reading books. Appendix E lists the sources used.

To compile the second core bibliography (see Appendix B) of high interest, easy reading books for hearing impaired students in grades 7 to 12, one bibliographic source (Phelan 1990) was used even though other sources were available. The 308 titles listed in this one source seemed a sufficient, representative sample to evaluate and so no other sources were used. The need still exists, however, for more identification and publication of high interest, easy reading books for K-12 Deaf/HOH readers. Teachers and parents of the deaf often express this need on the EDU-DEAF listserv.

Identified in both core bibliographies (see Appendix A and B) are the genre (fiction or nonfiction), title, and author(s). Three other categories are included in the Appendix A bibliography and these are (1) audience (for or about hearing impairments), (2) publication date, and (3) reading levels. These latter categories did not need to be repeated in the Appendix B bibliography because all identified titles were for the same audience (for Deaf/HOH readers), publication range (1993 to present), and reading levels (grades 7 to 12). As a result, a separate form and bibliography were used to represent this data and, as stated earlier, to avoid an unequitable distribution of data among reading groups.

Table 1 below shows the coding scheme used to record data for statistical compilations in Appendix A and B.

Genre	Audience	Publication Dates	Reading Grade Level	Library
1 = Fiction 2 = Nonfiction	1 = Books About 2 = Books For 3 = Books For & About	1 = 1993-1997 2 = 1988-1992 3 = 1983-1987 4 = 1978-1982 5 = 1973-1977 6 = 1968-1972	1 = PK-2 2 = 3-6 3 = 7-12 4 = K-12	BEX1 = Bexley *CML2 = Columbus Metro GDV3 = Grandview Heights **SWL4 = Southwest ***UAL5 = Upper Arlington WES6 = Westerville ****WOR7 = Worthington
* Columbus Metropolitan Libraries includes Main and Branch Libraries ** Southwest Libraries includes Grove City and Westland Libraries *** Upper Arlington Libraries includes Main and Branch Libraries **** Worthington Libraries includes Old Worthington and Northwest Libraries				

Table 1. Coding Definitions for Compiling Statistical Data

Books that appeared in not only a bibliographic source cited in Appendix C but also in a source cited in Appendix E were assigned an audience code of "3" to appropriately represent the book as being both for and about Deaf/HOH persons and issues. For reading levels, codes were assigned based on the lowest grade level given in referenced bibliographic sources. Once these core bibliographies were compiled, they were used to record the holdings of the seven public libraries in Franklin County.

For the next phase--the collection evaluation process--title and author searches were conducted of the seven online public access catalogs through dial-up modem and Web access, allowing this researcher to conduct the study independently of any involvement from library staff. The following table identifies the names, addresses, and dial-up modem access numbers to each library's OPAC systems.

Library Name	Library Address	Library OPAC Access Number
Bexley Public Library	2411 E. Main Street Bexley, OH 43209	614-231-1193
Columbus Metropolitan Libraries	96 S. Grant Ave. Columbus, OH 43215	*Discovery Place 614-645-2070
Grandview Heights Public Library	1685 West First Avenue Columbus, OH 43212	614-833-9861
Southwest Public Libraries	3359 Park St. Grove City, OH 43123	*Discovery Place
Upper Arlington Public Library	2800 Tremont Rd. Upper Arlington, OH	614-486-8253 and 614-486-7120
Westerville Public Library	126 S. State St. Westerville, OH 43068	614-899-4890 (Must obtain password from library with a patron ID)
Worthington Public Libraries	805 Hartford St. Worthington, OH 43085	*Discovery Place

Table 2. Franklin County Public Library Information

- * The collection holdings of the Columbus Metropolitan Libraries, Southwest Public Libraries, and Worthington Public Libraries are accessible via a shared network system called Discovery Place.

Web access to the online catalogs of the Grandview Public Library and the Westerville Public Library provided another research avenue. The URL addresses for these two libraries are:

Grandview Public Library <http://www.clc.lib.oh.us/webpac-bin/wgbroker>

Westerville Public Library
..... <http://www.wpl.lib.oh.us/cgi-bin/virtua.web.gateway?authority+0748-67780>

Both URL addresses were obtained by searching the Ohio Public Library Information Network (OPLIN) Web site at <http://www.oplin.lib.oh.us>.

Data Analysis Techniques

The two core bibliographies in Appendix A and B serve as descriptive summaries answering the five content analysis questions presented as part of this research study's objectives. No further analysis of this data is presented because this researcher's focus was on the collection evaluation phase of this study. However, another researcher might want to build on and analyze the data from this content analysis study to evaluate most frequently used subject headings for deaf-related terms in OPACs and bibliographic sources, the currency of publishing materials, and other variables.

To answer the four collection evaluation questions outlined under this study's research objectives, a spreadsheet program (Microsoft's Excel 7.0 for Windows 95) was used to calculate frequency counts of the raw data. Separate and collective counts of K-12 books about deaf-related themes and for Deaf/HOH children and adolescents from Appendix A were calculated of:

- fiction and nonfiction titles per library
- fiction titles only per library
- nonfiction titles only per library

- fiction and nonfiction publication dates per library
- fiction only publication dates per library
- nonfiction only publication dates per library
- fiction and nonfiction titles per reading level in each library
- fiction titles only per reading level in each library
- nonfiction titles only per reading level in each library

Similarly, with the data in Appendix B of high interest, easy reading books for hearing impaired students in grades 7 to 12, the following individual and collective calculations were made of:

- fiction and nonfiction titles per library
- fiction titles only per library
- nonfiction titles only per library

The results of these frequency counts are presented in tabular format in Appendix F and a discussion of what these descriptive statistics convey appear in the next chapter.

CHAPTER 4

ANALYSIS OF DATA

Descriptive Statistics

Appendix F presents in table format the spreadsheet analysis of data from Appendix A and Appendix B. Of the 15 tables presented, tables 1 to 14 represent data findings from Appendix A and table 15 contains the data analysis from Appendix B. The analysis and description of this tabular data serves to answer the four collection evaluation questions presented in Chapter 1 (and presented again here) as part of this paper's research objectives:

1. How many K-12 fiction and nonfiction books about and for hearing impaired children, as cited in core bibliographies, are in each Franklin County public library?
2. How many K-12 fiction and nonfiction books about and for hearing impaired children, as cited in core bibliographies, exist for each range of publication dates (1993-1997; 1988-1992; 1983-1987; 1978-1982; 1973-1977; and 1968-72) in each Franklin County public library?
3. How many fiction and nonfiction titles about and for hearing impaired children, as cited in core bibliographies, exist for each reading level (PK-2, 3-6, 7-12 or K-12) in each Franklin County public library?
4. How many high interest, easy reading fiction and nonfiction titles for hearing impaired adolescents in grades 7 to 12, as cited in core bibliographies, exist in each Franklin County public library?

Data from tables 1 to 14 answer the first three questions while table 15 addresses the last question. Descriptions of this statistical data in tables 1 to 14 fall into these three major categories: (1) audience and genre, (2) publication dates by audience and genre, and (3) reading

levels by audience and genre. Audience and genre statistics are shown in tables 3-5; publication statistics in tables 6-11, and reading level statistics in tables 12-14. All statistical results are based on the total number of books found within a category. Overall findings by audience and genre are discussed first; publication dates second and reading levels third with the last two discussed in tandem with audience and genre statistics. Additionally, a comparative analysis of how each library ranks within each category is highlighted.

Following the discussion of the three aforementioned categories (audience and genre, publication dates, and reading levels) are the results from table 15. Its specialized focus identifies the number of high-interest, easy reading books published after 1992 solely for deaf readers in grades 7-12. Statistics by genre and within each library are outlined.

A final category of data analysis is offered about the number of books in Appendix A and Appendix B that are included in and excluded from Franklin County's seven public libraries. Two appendices, Appendix G and Appendix H lists the books extracted from Appendix A that either appear or do not appear in these libraries. Moreover, Appendix I lists the high-interest, easy reading books, given in Appendix B, that are present in all surveyed libraries.

Concluding this chapter is a summary of what the data analysis from tables 1 to 15 reveals about the availability of books by genre, audience, publication date, and reading level within and among Franklin County's seven public libraries. Three more tables, tables 16 to 18, collate the data from tables 1 to 14. These additional tables along with table 15 are analyzed for a final summary that answers the four collection evaluation questions for this research paper.

Overall Data Findings by Audience and Genre

The Columbus Metropolitan Library ranked first among Franklin County's seven public libraries with 370 fiction and nonfiction titles both for and about hearing impairments for K-12 readers, as shown in table 3. Ranked second with 324 titles is Westerville Public Library; third is Upper Arlington with 267 titles; fourth with 219 is Bexley; fifth is Worthington with 213 titles; sixth, Southwest Public Libraries with 208; and Grandview finishing seventh with 181 titles. This same table shows the Columbus Metropolitan Library and the Westerville Public Library sharing the highest number of fiction titles (160) both for and about hearing impairments as well as the greatest number of nonfiction titles at 210 and 164, respectively. Among the libraries with the two lowest numbers of fiction titles for and about hearing disabilities are Southwest with 100 and Grandview at 95 titles. Libraries with the lowest nonfiction titles are Worthington at 101 titles and Grandview with 86 titles. This table reveals also that only two libraries, Columbus and Westerville, had at least 50% (or 280) of the 560 titles listed in Appendix A.

Ranked again with the greatest number of K-12 fiction and nonfiction titles solely for Deaf/HOH readers (see table 4) was Columbus Metropolitan Library at 299 titles, followed by Westerville at 259 titles. Bexley and Worthington shared an almost equal number of titles (171 and 170, respectively) in this category while Grandview had the lowest number of 149 titles. This same ranking repeats itself when looking at the findings in table 5 of both genre titles about deafness. Columbus and Worthington had the highest number of titles (132 and 122, respectively) with Bexley and Worthington again sharing nearly the same number (84 and 83, respectively) but Southwest succeeds Grandview's 70 titles with a lower number of 58 titles.

Data Findings by Audience and Genre within Publication Dates

Tables 6 and 7 show that books for and about hearing impairments, published between 1988 and 1992, represent the highest collection number (645) among the seven Franklin County public libraries with 357 fiction titles to 288 nonfiction titles. A sizable drop to 376 titles places books published between 1983 and 1987 in the second ranked category, showing an equal proportion of fiction to nonfiction titles at 183 titles each. The lowest collection numbers exist at the top and bottom of the publication ranges. Of the 144 titles published from 1993 to 1997 most are nonfiction titles exceeding fiction titles by 123 to 21. The reverse is true among older titles published between 1968 and 1972 with fiction titles exceeding nonfiction titles 93 to 24.

According to tables 6 and 7, books published within a 15-year span from 1983 to 1993 represent the greatest number of books (1,021) for and about Deaf/HOH among the libraries surveyed. Whereas, the number of titles in the other publication ranges total only 762, and 618 of these are for older publication dates ranging from 1968 to 1982. These results show a higher number of current titles to older published titles being offered to Franklin County patrons interested in K-12 fiction and nonfiction books both for and about the hearing impaired.

An analysis of individual library holdings by publication dates in tables 6 and 7 reveals the highest number of titles for and about Deaf/HOH readers appear between 1988 and 1992. Within this publication range and audience, the Columbus Metropolitan Library ranks first with 132 titles split equally between genres. Showing 108 titles (64 fiction to 44 nonfiction) Westerville ranks second while Upper Arlington and Bexley libraries shadow each other closely for a respective third and fourth ranking with 97 and 91 titles, respectively. Fiction titles overshadow nonfiction titles in these last two libraries.

In evaluating the data results between tables 8 and 9 and between tables 10 and 11, a similar pattern emerges as previously discussed about the findings in tables 6 and 7. Consistent among these six tables (tables 6 to 11) is the finding that the highest number of titles among all seven libraries and each individual library, (whether for both audience groups or by separate audiences) appears in books published between 1988 and 1992. Trailing a consistent second and following this same trend among and by libraries and audience groups are books published between 1983 and 1987.

Another consistent finding among tables 6 to 11 is the first and second place rankings of libraries having the greatest number of titles by publication date for both audience groups. Similarly, libraries with the fewest titles show a consistent sixth and seventh ranking. Tables 8 and 10, which cover the same publication ranges (1983 to 1997) but different audience groups (for vs. about Deaf/HOH readers), show the same libraries having the greatest number of titles. Focusing solely on these two table data findings for titles published between 1988 to 1992, the Columbus Metropolitan Library ranks first with Westerville Public Library ranked second. Sharing the two lowest counts are the Southwest and Grandview Public libraries.

One final observation concerns the data findings in tables 8 and 10 by genre (fiction and nonfiction) of titles published from 1988 to 1992. Collectively among Franklin County's seven public libraries fiction books for Deaf/HOH readers outnumber nonfiction titles by a respective 306 to 207 titles; whereas, nonfiction books that are about the hearing impaired outnumber fiction books by a margin of 165 to 99, respectively.

Data Findings by Audience and Genre within Reading Levels

Primary grade (K-2) children have the highest volume of and access to fiction and nonfiction books both for and about hearing impairments than any other audience group surveyed in every public library in Franklin County. Table 12 shows this age group with a comparatively high number of 975 fiction and nonfiction titles to the second-ranked number of 380 titles for readers in grades 7 to 12 and to the third ranking of 343 titles for students in grades 3 to 6. A breakdown by genre within the K-2 reader group indicates 644 fiction to 331 nonfiction titles owned among all seven libraries. Nonfiction titles, however, surpass fiction titles in grades 3 to 6 by a small margin of 196 nonfiction to 147 fiction titles but in grades 7 to 12 there is a larger margin of 284 nonfiction to 96 fiction titles with the greatest gap in the K-12 reader group of 83 nonfiction to 1 fiction title owned among all surveyed libraries. From library to library the data reveals this same dominance in genre within the K-2 reader group of greater numbers of fiction than nonfiction titles. In contrast, the three other grade-level groups (grades 3-6, 7-12, and K-12) show collective totals of more nonfiction titles than fiction titles for all libraries represented in this study.

Of the seven public libraries, Columbus Metropolitan and Westerville rank first and second, respectively, with the highest number of both genre titles across all four grade level categories when reviewing the table 12 data for and about hearing impairments. An almost consistent third among these four groups is the Upper Arlington Library. Among the other libraries rank varies from category to category, except the Bexley Public Library maintains a fifth status across each grade level category.

By segregating the data in tables 13 and 14 by audience (those for versus those about Deaf/HOH persons), it is clear that an overriding majority of 902 fiction and nonfiction titles for Deaf/HOH readers in the primary grades is available among the seven public libraries. Before the intermediate grades (grades 3 to 6), the junior and senior high level readers (grades 7 to 12) rank second with 294 titles to browse versus the 154 titles for students in grades 3 to 6 students within Franklin County's public libraries. Sharing a prevailing lead with the largest number of fiction and nonfiction for Deaf/HOH readers in all age groups are the Columbus Metropolitan and Westerville libraries (see table 13).

Shifting to books about hearing impaired persons or issues, table 14 shows students in grades 3 to 6 have the greatest representation of titles in all libraries, but the number of books available by genre and library varies. For example, although a combined genre total of 244 titles exist among the seven libraries for intermediate grade-level readers, two of the seven libraries (Southwest and Worthington) have a greater number of nonfiction titles to the higher number of fiction titles in the other five libraries but this difference is quite small. Nonetheless, fiction titles about Deaf/HOH persons among the seven public libraries still outnumber nonfiction titles by 140 to 104 titles for students in grades 3 to 6. Maintaining a second-ranked position in readership availability, as shown in table 14, are books about hearing impairments in grades 7 to 12 with students in grades K to 2 have the fewest number of both fiction and nonfiction titles to read about persons and issues related to deafness or hearing impairments.

Conversely, readers in the primary (K-2) and secondary (7-12) grade levels have a greater selection of nonfiction than fiction books about Deaf/HOH persons and issues than readers in grades 3 to 6. Table 14 shows that these first two reader groups have the same number of 131

nonfiction books to select from in all seven libraries. What is revealing is that these numbers represent almost half of the numbers given in table 13 for nonfiction titles available to Deaf/HOH readers in both grades K to 2 and 3 to 6. Across all reading levels table 14 shows that students interested in fiction and nonfiction books about deafness have the greatest availability of titles from the Columbus Metropolitan, Westerville and Upper Arlington libraries. Among the other four libraries, there is more variance in the availability of titles by genre and reading levels.

Data Findings of High-Interest, Easy Reading Titles

Of the 308 fiction and nonfiction titles listed in Appendix B of high-interest, easy reading books for students in grades 7 to 12, table 15 shows fiction titles being more accessible among Franklin County's seven public libraries. Fiction titles total 820 and nonfiction titles equal 644 collectively among the libraries and this outnumbering of fiction to nonfiction titles continues from library to library without exception. Prevailing as the leader with the most fiction and nonfiction titles is the Columbus Metropolitan Library at 285 titles. Equally ranked second are the Westerville and Worthington libraries with 267 titles, while Upper Arlington shadows this shared status with 246 titles for a third-place ranking.

Data Findings of Titles Included In and Excluded From All Libraries

Of the 560 books listed in Appendix A, more are excluded from than included in all seven Franklin County public libraries by a ratio of 100 to 55 titles, respectively. Appendix G lists the titles included in all surveyed libraries while Appendix H identifies those excluded from these libraries. First, an analysis of the findings in Appendix G by:

- (1) **genre** shows 45 fiction titles to 13 nonfiction titles;
- (2) **audience** reveals a greater selection of 44 titles for Deaf/HOH in contrast to only 5 titles about and 6 titles pertaining to both audience groups;
- (3) **publication date** ranks the highest range between 1988 and 1992 at 19 titles to the lowest inventory of 4 books between 1993 and 1997, closely trailed at 5, 6, and 7 titles for publication dates from 1978 to 1982, 1973 to 1977, and 1968 to 1972, respectively.
- (4) **grade levels** ranges from 45 titles for K-2 readers to 2 titles for grades 3-6 with 5 titles for students in grades 7 to 12 and 3 for those in the K-12 group.

Next, the number of missing titles indicated in Appendix H can be summarized also by:

- (1) **genre** with 68 nonfiction titles missing to 32 fiction titles
- (2) **audience** showing a substantially higher number of 76 missing titles for Deaf/HOH readers to 16 titles about deafness.
- (3) **publication date** ranked in descending order from 30 titles published between 1993 and 1997; 23 titles published between 1988 and 1992; 20 titles published between 1983 and 1987; 16 titles published between 1978 and 1982; 9 titles published between 1973 and 1977; and 2 titles published between 1968 and 1972.
- (4) **grade levels** show readers in grades 7 to 12 and in grades K-2 sharing an almost equal number of missing titles with 38 and 37 titles, respectively; students in grades 3 to 6 have half the number of these two groups with 19 titles, and among the K to 12 readership group a smaller number yet of 6 titles.

The above data shows more current than older titles missing, and fewer missing titles in the primary grades than in the secondary grades.

Of the 308 high-interest, easy reading books searched, only 2 titles were not included in all seven public libraries (*Terror in the Tower* and *World's Scariest True Ghost Stories*), whereas 42 titles appeared in all libraries searched, shown in Appendix I. More fiction (26) than nonfiction (16) titles are included among the surveyed libraries.

Summary of Results

A final analysis of the data in tables 1 to 14 is summarily presented in tables 16 to 18. Table 16 shows each library's rank by audience and genre and the total number of books for each audience by genre. Table 17 repeats the ranking of each library by audience and genre, only listing statistics for books published from 1988 to 1992, which table 6 identifies as the publication range with the highest count by audience and genre. Finally, the total number of books for K-2 readers by audience, genre and library appear in table 18; this reading group had the highest number of fiction and nonfiction books for and about Deaf/HOH students among the seven surveyed libraries, as identified in table 12.

For library patrons in Franklin County who are interested in finding the greatest number of books by audience and/or genre surveyed, the Columbus Metropolitan, Westerville and Upper Arlington libraries rank the highest, in the order given. Whereas, Grandview and Southwest show the fewest number of books by genre and/or audience from table 16. Looking solely at books by audience and for all libraries in this same table shows patrons have 1,782 titles that are for and about Deaf/HOH persons to 1,433 titles solely for deaf readers to an even smaller number of 667 titles about deafness. By genre, this tabular data reveals nonfiction books for and/or about Deaf/HOH readers consistently outnumber fiction books. Nonfiction books both for and about

deaf persons ranks first at 894 titles to 736 titles solely for deaf readers with a significant drop to 371 nonfiction titles about deafness in these libraries. Comparing fiction titles across audiences reveals the same pattern of more books for and about Deaf/HOH persons by 888 to 698 titles solely for deaf children and adolescents with yet another sizable drop to 296 books about hearing impairments.

If currency is important and if books published from 1988 to 1992 are acceptable, table 17 shows patrons will find again the Columbus Metropolitan Library and Westerville Public Library having the greatest number of books by genre and/or audience to whet their reading appetite. Numbers at the Southwest and Grandview libraries are the lowest by genre and/or audience within this same publication range. A comparison of numbers by audience in and among the seven libraries ranks books for and about Deaf/HOH persons ranked first, followed by books for deaf students second, and those about deafness third. This first-, second-, and third-place ranking by audience is the same between tables 16 and 17. However, this congruency in data between tables is not repeated by genre. Unlike the data findings in table 16, statistics from table 17 shows fiction titles outnumbering nonfiction titles in only two audience groups--those for and about Deaf/HOH persons and those solely for Deaf readers--but then taking a turn to nonfiction titles surpassing fiction titles in books about deafness.

Where books by genre and audience for K-2 readers are a concern, the Columbus Metropolitan and Westerville Public libraries offer the greatest number of selections, according to table 18. The least number of selections exist at Bexley, Worthington, and Grandview libraries, respectively from lower to lowest. Among the libraries, books for and about Deaf/HOH persons still rank first at 975 titles for this reading group; holding on to second are those for deaf readers

at 902 titles, and still placing third are books about deafness at 201 titles. In every library this same ranking by audience is true. And by genre, fiction readers interested in books deemed for and about Deaf/HOH persons have the greatest selection range in every library followed by fiction selections for deaf readers, which tables 17 and 18 both convey. Another parallel between these tables is that nonfiction books reign over fiction books among those about deafness.

Clearly, the data in tables 1 to 18 in Appendix F reveal some consistent trends among libraries who have the highest to the lowest number of books by audience, genre, publication date, and reading levels. The consistencies that emerge show Columbus Metropolitan and Westerville Public Libraries having the greatest number of books and Grandview with the fewest number of books whether by audience, publication date, and reading levels. Within audience groups, books deemed for and about Deaf/HOH persons rank first to those solely for deaf readers or those about deafness in nearly every library. Mixed reviews exist between whether fiction or nonfiction books dominate by genre because the status fluctuates from audience to audience and from reading group to reading group, as shown from the analysis of tables 16 to 18. Zeroing in by publication date, books published from 1988 to 1992 represented the greatest number of books available across libraries. And finally, K-2 readers showed the most books compared to the other grade level groups.

CHAPTER 5

SUMMARY AND CONCLUSIONS

Summary of the Study

This study's two-part focus of understanding the information needs of the Deaf community and increasing the hearing population's awareness of these needs has been the emphasis of this research paper. From an examination of the linguistic, educational, and library and information science disciplines, a growing body of research is underscoring the unique language development challenges, educational options, and information needs that beckon attention to enhance the lives of deaf children and adolescents. The content analysis and collection evaluation results serve to further this outreach goal and to ensure that the information needs of K-12 Deaf/HOH and hearing readers are being met, as set forth in ALA's 1996 Guidelines for Library and Information Services for the American Deaf Community.

Interpretations From Study

What is encouraging from this study are the findings that more than half of the 560 titles listed in Appendix B are available in nearly three of Franklin County's public libraries -- Columbus Metropolitan, Westerville, and Upper Arlington. Just as heartening are the results from the 308 titles listed in Appendix B in which only one library falls short of having less than half of these titles. And although, the Southwest and Grandview libraries show fewer titles than the other

libraries, they appear to serve a smaller constituency of patrons than the other five libraries. This conjecture is based solely on seeing the physical size of these collections and not on any data evidence provided or obtained from the surveyed libraries. Larger libraries and those within stronger economic communities may have more revenue to purchase books, thus, accounting for one library having a greater number of the surveyed books than another. What is unknown and a concern is whether demographic studies (if done) reveal greater numbers of K-12 Deaf/HOH readers from one library community to another among the seven surveyed libraries. If such studies have been conducted, the results might explain the greater or lesser availability of books serving this constituency of library patrons.

Recommendations for Future/Further Research

Other researchers are encouraged to use the data presented in Appendix A and Appendix B to evaluate the collection holdings of other libraries, even using the title, author, and publisher sources identified to build stronger collections of K-12 fiction and nonfiction books about and for Deaf/HOH persons and issues. Applying the methodology presented in Chapter 3 to other library collections, this ready-to-use model should enable libraries to research and assess the strengths and weaknesses of their K-12 collections easily. A further recommendation for content analysis and collection evaluation studies for this focused group is the availability of other media formats, such as periodicals, software, and videos. Additionally, similar studies of the information needs of deaf adults and of parents and teachers of the deaf are recommended. Also, not only do collection studies but also service studies to this group demand attention. And finally, another research study might explore what high interest, easy reading books exist for not only Deaf/HOH

readers across all age groups but also for ESL learners and others with English-language reading difficulties. Library collections could then be evaluated, similar to the model presented in this study, to assess how libraries are responding to this need.

Conclusion

This study and its findings should serve both as an educational tool for librarians and as a call for action in evaluating how to best meet the information needs of the Deaf/HOH population within every library community. Understanding how hearing impaired persons process language differently from hearing patrons and what their literacy needs are is a first step in serving their needs. Moreover, it is indeed a longstanding mission of libraries and librarians to serve all constituents' information needs through balanced and diversified collections and services. No less is the mission of meeting the information needs of the Deaf. Libraries and librarians have a responsibility to enact this mission through its collections and services because of not only the American Library Association's Library Bill of Rights proclamation to serve the needs of all but also the legacy of being silenced is what libraries stand against. The call is in our hands to support and nurture this culture's rich heritage by making sure our library collections and services respond equitably to the hearing impaired community's information needs.

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APPENDIX A

CONTENT ANALYSIS AND COLLECTION EVALUATION RESULTS OF FICTION AND NONFICTION BOOKS ABOUT AND FOR K-12 CHILDREN WITH HEARING IMPAIRMENTS IN FRANKLIN COUNTY PUBLIC LIBRARIES OF OHIO

Genre	Audience	Title	Author	Date	Rdg	B E X 1	C M L 2	G D V 3	S W L 4	U A L 5	W E S 6	W O R 7
2	2	1, 2, 3 Sign With Me (Sign With Me Series)	Shroyer, Susan P.	3	1	0	0	0	0	0	1	0
2	2	A Book About Me (Signed English)	Saulnier, Karen and Harry Bornstein	5	1	1	1	0	1	0	0	0
1	2	A is for Alice: Poems of Love and Laughter	Golladay, Loy E.	2	3	0	0	0	0	0	0	0
1	2	A is for Angry: An Animal & Adjective Alphabet	Boynton, Sandra	3	1	0	1	0	0	1	0	0
1	2	A Story, A Story: An African Tale	Haley, Gail	6	1	1	1	1	1	1	1	1
2	3	A to Z	Boynton, Sandra	3	1	0	1	1	1	0	1	1
2	2	ABC Sign With Me (Sign With Me Series)	Shroyer, Susan P.	3	1	0	0	0	0	0	0	0
1	2	Abiyoyo: Based on a South African Lullaby and Folk Story	Seeger, Pete	3	1	1	1	1	1	1	1	1
2	1	Able Scientists -- Disabled Persons	Stearner, S. Phyllis	3	3	0	0	0	0	0	0	0
2	2	Acquisition of American Sign Language by Deaf Children, The	McIntire, Marina, ed	3	3	0	0	0	0	0	0	0
1	2	Aladdin and the Wonderful Lamp	Carrick, Carolyn	2	1	0	1	0	1	0	1	1
1	1	Alan and the Baron	Hamilton, Ron	3	1	0	0	0	0	0	0	0
1	2	Alexander and the Terrible Horrible No Good Very Bad Day	Viorst, Judith	6	1	1	0	1	1	1	1	1
2	1	Alexander Graham Bell	Pelta, Kathy	2	2	0	1	0	1	0	0	1
2	2	All By Myself (Little Critters' Books)	Mayer, Mercer	3	1	1	1	1	1	1	1	0
2	2	All By Myself in Signed English	Saulnier, Karen	5	1	1	0	0	1	0	0	0
2	2	All of Us Together: The Story of Inclusion at the Kinzie School	Banks, Jeri	1	3	0	1	0	0	0	1	0
2	2	Alphabet of Animal Signs, An	Collins, S. Harold	1	1	0	0	0	0	0	0	0
1	2	Amazing Grace	Hoffman, Mary	2	1	0	1	1	1	1	1	1
2	2	American Deaf Culture	Wilcox, Sherman, ed	2	3	0	0	0	0	0	0	0
2	2	American Sign Language Concise Dictionary	Sternberg, Martin	3	4	1	0	0	0	0	0	0
2	2	American Sign Language Concise Dictionary (rev.ed.)	Sternberg, Martin	1	4	0	1	1	1	1	0	1
2	2	American Sign Language Dictionary	Sternberg, Martin	1	4	0	1	1	1	1	0	0
2	2	American Sign Language Phrase Book, The	Fant, Lou	3	4	1	1	0	1	1	1	0
2	2	American Sign Language: A Comprehensive Dictionary	Sternberg, Martin	4	4	1	1	1	1	1	1	1

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CONTENT ANALYSIS AND COLLECTION EVALUATION RESULTS OF FICTION AND NONFICTION BOOKS ABOUT AND FOR K-12 CHILDREN WITH HEARING IMPAIRMENTS IN FRANKLIN COUNTY PUBLIC LIBRARIES OF OHIO

2	2	Ameslan: An Introduction to American Sign Language	Fant, Louie	6	3	1	0	1	1	1	1	0
2	3	Amy, The Story of a Deaf Child	Walker, Lou Ann	3	1	1	1	0	0	1	1	1
1	2	Anancy and Mr. Drybone	French, Fiona	2	1	0	1	1	0	1	1	1
1	2	Anansi and the Moss-Covered Rock	Kimmel, Eric A.	2	1	1	1	1	1	1	1	0
1	2	Anansi the Spider	McDermott, Gerald	6	1	1	1	1	1	1	1	1
1	1	And One for All	Nelson, Theresa	2	3	1	1	1	1	1	1	1
2	2	Animal Signs: A First Book of Sign Language	Slier, Debby	1	1	0	1	0	0	0	1	0
2	3	Anna's Silent World	Wolf, Bernard	2	2	0	0	1	0	0	1	0
2	3	Anna's Silent World	Wolf, Bernard	5	2	1	1	0	1	1	1	1
1	3	Annie's World	Levinson, Nancy S.	2	3	1	0	0	0	0	0	0
2	3	Another Handful of Stories: Thirty-Seven Stories by Deaf Storytellers	Pittie, Ivey B. & Rostyn Rosen, eds	3	3	0	0	0	0	0	0	0
1	2	Ants Go Marching, The	Freschet, Berniece	5	1	0	0	0	1	1	1	0
1	1	Apartment's No Place For a Kid, An	Knox-Wagner, Elaine	3	1	0	0	0	0	1	0	0
1	1	Apple Is My Sign	Riskind, Mary	4	2	1	1	1	0	1	1	1
1	1	Aren't You the One Who...?	Miller, Frances	3	3	0	1	0	0	1	1	0
2	2	At Grandma's House (Talking Fingers Books)	Johnson, Sue	3	1	0	0	0	0	0	0	0
2	2	At Home Among Strangers: Exploring the Deaf Community in the United States	Schein, Jerome D.	2	3	1	1	0	1	0	0	1
2	2	At Night: A First Book of Prepositions	Tom, Linda C.	5	1	0	1	0	0	0	0	0
2	2	Baby's Animal Book: Signed English	Saulnier, Karen	5	1	0	0	0	1	1	1	0
1	1	Baby-Snatcher	Terris, Susan	3	2	0	1	0	0	0	1	0
1	2	Baker's Dozen: A Colonial American Tale, The	Forest, Heather	2	1	1	1	0	1	1	1	1
1	2	Ballad of Belle Dorcas	Hooks, William H.	2	1	0	1	0	1	1	1	1
2	2	Basic Course in American Sign Language, A	Humphries, Tom, et al.	1	4	0	1	0	0	0	1	1
2	2	Basic Course in Manual Communication, A	O'Rourke, Terrence J.	5	4	1	1	0	0	0	0	0
2	2	Basic Pre-School Signed English Dictionary	Bornstein, Harry	5	1	0	0	0	0	0	0	0
2	2	Basic Vocabulary: American Sign Language for Parents and Children, A	O'Rourke, Terrence J.	4	2	0	1	0	0	0	1	0
2	2	Be Careful: A What Will Happen (The Signed English Series)	Herx, Michelle	5	1	0	1	0	1	0	1	1
1	2	Beauty and the Beast	Brett, Jan	2	1	1	1	1	1	1	1	1

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1	2	Beauty and the Beast	Mayer, Marianna	4	1	1	1	1	0	1	1	0
2	3	Becky	Hirsh, Karen	4	1	0	0	0	0	1	0	1
2	1	Beethoven Lives Upstairs	Blackwood, Alan	3	2	1	1	0	0	1	1	0
1	1	Beethoven Lives Upstairs	Nichol, Barbara	1	2	1	1	1	1	1	1	0
1	3	Belonging	Scott, Virginia M	3	3	0	0	0	0	1	0	1
1	2	Benjamin's Barn	Lindbergh, Reeve	2	1	1	1	1	1	1	1	1
1	1	Ben's Story: A Deaf Child's Right to Sign	Fletcher, L.	2	2	0	0	0	0	0	0	0
		Bionic Parts for People: The Real Story of Artificial Organs and Replacement Parts	Skurzynski, Gloria			0	1	1	0	0	1	0
2	1	Bionic Parts for People: The Real Story of Artificial Organs and Replacement Parts	Skurzynski, Gloria	4	3							
2	2	Black and Deaf in America	Hairston, Ernest and Linwood Smith	3	3	0	1	0	0	0	0	0
1	1	Blood Feud	Sutcliff, Rosemary	5	3	0	1	1	0	1	1	0
2	2	Bobby Visits the Dentist: Told in Signed English	Roy, Howard	5	1	1	1	0	1	0	1	0
		Book of Name Signs, The: Naming in American Sign Language	Supalla, Samuel			0	0	0	1	0	0	1
2	2	Book of Name Signs, The: Naming in American Sign Language	Supalla, Samuel	2	3							
1	2	Borreguita and the Coyote: A Tale From Ayutla, Mexico	Aardema, Verna	2	1	1	1	1	0	1	1	1
1	2	Boy of the Three Year Nap, The	Snyder, Dianne	2	1	1	1	1	1	1	1	1
1	1	Boy Who Couldn't Hear, The	Bloom, Freddy	5	1	0	0	0	0	0	0	0
1	1	Bread Sister of Sinking Creek, The	Moore, Robin	2	2	1	1	0	0	1	1	0
1	3	Breakaway	Hallman, Ruth	4	3	0	0	0	0	0	1	0
1	1	Bright and Morning Star, The	Harris, Rosemary	6	3	0	0	1	0	1	0	0
1	2	Bringing the Rain to Kapiti Plain: A Nandi Tale	Aardema, Verna	4	1	1	1	1	1	1	1	1
1	2	Brown Bear, Brown Bear, What Do You See	Martin, Bill	2	1	1	1	1	1	1	1	1
1	2	Buffalo Woman	Goble, Paul	3	1	1	1	1	1	1	1	1
1	3	Buffy's Orange Leash	Golder, Stephen & Lise Memling	2	1	0	1	0	0	0	1	0
1	1	Burnish Me Bright	Cunningham, Julia	4	2	1	1	1	0	1	0	0
2	3	Button in Her Ear, A	Litchfield, Ada B.	5	1	1	1	0	1	1	1	0
1	3	Buttons: The Dog Who Was More Than a Friend	Yeatman, Linda	2	2	0	1	0	1	0	1	0
		Can I Help? Helping the Hearing Impaired in Emergency Situations (Signed English)	Collins, S. Harold			0	0	0	0	0	0	0
2	2	Can I Help? Helping the Hearing Impaired in Emergency Situations (Signed English)	Collins, S. Harold	1	4							
2	2	Cars and Trucks and Things: Told in Signed English	Roy, Howard	4	2	0	1	1	0	0	0	1
2	2	Case About Amy, A	Smith, R.C.	1	3	0	0	0	0	0	0	0
2	3	Changing the Rules	Bowe, Frank	3	3	0	0	0	0	0	0	0

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2	3	Chelsea: The Story of a Signal Dog	Ogden, Paul	2	3	1	1	1	0	1	1	1
1	2	Chicken Little	Zaid, V.	4	1	0	0	0	0	0	0	0
2	2	Child Sacrificed: To the Deaf Culture, A	Bertling, Tom	1	3	0	0	0	0	0	0	0
1	3	Children of a Lesser God	Medoff, Mark	4	3	0	1	1	0	1	1	1
2	1	Children of Silence: The Story of My Daughters' Triumph Over Deafness	Robinson, Kathy	2	3	0	1	0	0	0	0	0
1	3	Chris Gets Ear Tubes	Pace, Betty	3	1	0	1	0	0	0	1	0
2	3	Cindy, A Hearing Ear Dog	Curtis, Patricia	4	2	0	1	1	1	1	1	1
2	2	Circus Time (The Signed English Series)	Saulnier, Karen and Harry Bornstein	5	1	1	0	0	1	0	0	0
2	3	Claire and Emma	Peter, Diana	5	1	0	1	0	1	1	1	0
1	2	Clever Tom and the Leprechaun: An Old Irish Story	Shute, Linda	2	1	1	1	0	0	1	1	0
2	2	Clock Book, The (The Signed English Series)	Saulnier, Karen and Harry Bornstein	5	1	0	1	0	0	0	1	0
2	3	Come Sign With Us (Second Edition)	Hafer, Jan and Robert Wilson	1	1	0	1	0	0	0	1	0
2	2	Comeback: Six Remarkable People ...	Bowe, Frank	4	3	0	1	0	1	0	0	0
2	2	Comprehensive Signed English Dictionary, The	Bornstein, Harry, et al.	3	4	0	1	1	1	1	0	1
2	2	Conversational Sign Language II: An Intermediate Advanced Manual	Madsen, Willard J.	6	3	1	1	0	0	0	1	1
2	1	Coping with Hearing Loss: A Guide for Adults and Their Families	Rezen, Susan & Carl Hausman	3	3	1	1	0	1	1	1	0
2	1	Coping with Hearing Loss: A Guide for Adults and Their Families	Rezen, Susan & Carl Hausman	1	3	1	1	1	1	1	0	1
1	2	Corduroy	Freeman, Don	6	1	1	1	1	1	1	1	1
2	2	Cosmo Gets An Ear	Clemente, Gary	1	1	0	0	0	0	0	0	0
2	2	Count and Color (The Signed English Series)	Saulnier, Karen and Harry Bornstein	5	1	1	0	0	1	0	0	0
2	2	Courage of Helen Keller, The	Sabin, Francene	4	2	0	1	0	0	0	0	0
1	2	Coyote and Bobcat, Sign Language Literature Series	Collins, S. Harold	1	1	0	0	0	0	0	0	0
1	1	Crocodile Meatloaf	Levine, Nancy S.	1	1	0	0	0	0	0	0	0
2	2	Dad and Me in the Morning	Lakin, Patrick	1	1	1	1	1	1	1	1	1
1	3	Dance to Still Music, A	Corcoran, Barbara	5	3	1	1	0	0	1	1	0
2	3	Dancing Without Music: Deafness in America	Benderly, Beryl Lief	2	4	1	1	1	1	1	0	0
2	3	Day We Met Cindy, The	Starowitz, Anne Marie	2	1	0	0	0	0	0	0	0
2	3	Deaf Adult Speaks Out, A	Jacobs, Leo D., et al.	2	3	0	1	0	1	1	0	0

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2	3	Deaf Child Listened, A	Neimark, Anne E.	3	3	1	1	1	0	1	1	1
2	2	Deaf Communities: A Worldwide Perspective	Olson, Jack	1	2	0	0	0	0	0	0	0
2	2	Deaf Culture	Stewart, David A.	2	3	0	0	0	0	0	0	0
1	1	Deaf Eagle and the Bank Robber	Maupin, Diana	4	1	0	0	0	0	0	0	0
2	3	Deaf In America: Voices From a Culture	Padden, Carol and Tom Humphries	2	3	1	1	1	1	1	0	1
2	3	Deaf Like Me	Spradley, Thomas S. and James P.	4	3	0	1	1	1	1	0	1
2	2	Deaf President Now! The 1988 Revolution at Gallaudet University	Christiansen, John B. and Barnett, Sharon N.	1	3	0	1	0	0	0	1	0
2	2	DEAFinitions For Signlets and More DEAFinitions!	Glickman, Ken	3	3	0	0	0	0	0	0	0
2	2	Deafness	Hyman, Jane	4	2	0	0	0	1	1	1	0
2	2	Deafness: An Autobiography	Wright, David	1	3	0	0	1	0	0	0	0
2	2	Deafness: Life & Culture	Garretson, Mervin D., ed.	1	3	0	0	0	0	0	1	0
2	1	Dear Beth: Poems to an Absent Daughter	Schreiber, Kit	4	3	0	0	0	0	0	0	0
2	2	Dear Dr. Bell ... Your Friend, Helen Keller	St. George, Judith	1	3	1	1	1	1	1	1	1
2	2	Discovering Sign Language	Greene, Laura & Eva B. Dicker	2	2	1	0	0	0	1	0	1
1	2	Don't Be a Grumpy Bear: A Book of Manners (Signed English)	Bornstein, Harry, et al.	3	1	0	0	0	0	0	0	0
2	2	Douglas Tilden: Portrait of a Deaf Sculptor	Albronda, Mildred	4	3	0	0	0	0	0	0	0
2	2	Douglas Tilden: The Man and His Legacy	Albronda, Mildred	1	3	0	0	0	0	0	0	0
1	2	Dove Isabeau	Yolen, Jane	2	1	1	1	0	1	0	1	1
1	1	Down in the Boondocks	Gage, Wilson	5	1	1	1	1	0	1	1	1
1	1	Dreamworld Castle	Hightower, Florence	4	2	0	0	0	0	0	0	0
2	1	Dummy	Tidyman, Ernest	5	3	1	1	0	0	1	0	0
2	2	Ear and Hearing, The (rev. ed.)	Parker, Steve	2	2	1	1	0	1	0	0	1
2	2	Ears Are For Hearing	Showers, Paul	2	1	1	1	1	0	1	1	1
2	1	Ears, Hearing, and Balance	Rahn, Joan E.	3	3	0	1	0	0	1	1	0
1	1	Eating Crow	Hopkins, Lila	2	2	1	1	0	0	0	0	1
1	2	Egyptian Cinderella, The	Climo, Shirley	2	1	1	1	1	1	1	1	0
1	2	Emperor and the Kite, The	Yolen, Jane	2	1	1	1	0	1	1	1	1
1	2	Enchanted Tapestry, The	San Souci, Robert	3	1	0	1	0	1	1	0	1
1	2	Enchanted Wood: An Original Fairy Tale, The	Sanderson, Ruth	2	1	1	1	1	1	1	1	1
2	2	Essential ASL	Sternberg, Martin	1	4	0	1	0	0	0	0	1

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OF FICTION AND NONFICTION BOOKS ABOUT AND FOR K-12 CHILDREN WITH HEARING IMPAIRMENTS
IN FRANKLIN COUNTY PUBLIC LIBRARIES OF OHIO

2	2	Everyone Can Win: Opportunities and Programs in the Arts for the Disabled	Allen, Anne and George	3	3	0	1	0	0	1	0	0
2	3	Everyone Here Spoke Sign Language: Hereditary Deafness on Martha's Vineyard	Groce, Nora Ellen	3	3	0	0	0	0	1	0	0
2	2	Exploring Sound	Catherall, Ed	2	2	0	1	0	1	0	1	1
1	2	Eye of the Needle, The	Sloat, Teri	2	1	1	1	1	0	1	1	1
2	2	Eyes, Hands, Voices: Communication Issues Among Deaf People	Garretson, Mervin D., ed.	2	3	0	1	0	0	0	0	0
2	2	Fastest Woman on Earth	Thacher, Alida M.	4	2	0	0	0	0	0	0	0
1	2	Fat Cat, The: A Danish Folktale	Kent, J.	6	1	1	1	0	0	1	0	0
1	3	Father's Arcane Daughter	Konigsburg, E.L.	5	2	1	1	1	0	1	1	1
2	2	Feeling Free	Sullivan, Mary Beth, et al.	4	2	1	1	1	0	0	0	0
1	2	Feud for Thought	McCullogh, Gayle and Otto J. Menzel	1	2	0	0	0	0	0	0	0
2	1	Finding a Common Language: Children Living with Deafness	Bergman, Thomas	2	1	1	1	0	1	1	1	1
2	2	Finger Alphabet	Collins, S. Harold	2	1	0	0	0	0	0	0	0
2	2	Finger Game Miracle, The	Kelton, Nancy	5	2	0	0	0	0	0	1	0
2	2	Finger Spelling Fun	Adler, David	4	1	1	1	0	1	0	1	0
2	2	Fire Fighter Brown (The Signed English Series)	Saulnier, Karen and Harry Bornstein	5	1	1	1	0	0	0	0	0
2	2	Fireman Brown: Told in Signed English	Saulnier, Karen	5	1	0	1	0	1	0	0	1
1	2	Flute Player: An Apache Folktale, The	Lacapa, Michael	2	1	0	1	1	0	1	1	1
1	3	Flying Fingers Club, The	Andrews, Jean	2	2	0	0	0	0	0	0	0
1	1	Football Fugitive	Christopher, Matt	5	2	1	1	0	0	1	1	1
2	2	For Hearing People Only	Moore, Matthew S. and Leviton, Linda	2	3	1	1	0	1	1	1	1
1	2	Friends Are For Signing: A Story About Sign Language	Jackson, Timothy	4	3	0	0	0	0	0	0	0
1	2	Frog Prince Continued, The	Scieszka, Jon	2	1	1	1	1	1	1	1	1
2	2	From Mime to Sign	Eastman, Gilbert C.	2	2	1	1	1	0	1	1	1
1	2	Funny Little Woman, The	Mosel, Arlene	6	1	1	1	1	1	1	1	1
2	2	GA and SK Etiquette	Cagle, Sharon T. and Cagle, Keith M	2	3	0	0	0	0	0	0	0
2	2	Gallaudet Survival Guide to Signing (ASL)	Lane, Leonard G.	2	3	1	1	1	0	1	1	1
2	2	Gaps in Stone Walls	Neufeld, John	1	2	0	1	0	0	0	1	0
1	1	Gentlehands	Kerr, M.E.	4	3	1	1	1	1	1	1	1

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2	1	Geri	Jewell, Geri & Stewart Weiner	3	3	1	1	1	1	1	1	0
1	2	Ghost of Tomahawk Creek, The	Andrews, Jean F.	1	2	0	0	0	0	0	0	0
1	2	Giant Jam Sandwich, The	Lord, John V.	6	1	1	1	1	1	1	1	1
1	1	Gideon Ahoy	Mayne, William	2	2	1	1	0	0	1	1	0
1	2	Gift for the King, A: A Persian Tale	Manson, Christopher	2	1	1	1	0	0	0	1	0
1	3	Gift of the Girl Who Couldn't Hear	Shreve, Susan Richards	2	2	1	1	1	1	1	1	1
2	2	Gingerbread Man, The (The Signed English Series)	Herx, Michelle	5	1	1	1	0	0	0	0	0
1	2	Girl Who Loved Wild Horses, The	Goble, Paul	4	1	0	1	0	1	1	1	1
1	1	Girl Who Wouldn't Talk, The	Goldfeder, C.A. and Goldfeder, J.K.	5	2	0	0	0	0	0	1	0
1	2	Go Tell Aunt Rhody	Aliki	5	1	1	1	1	1	1	1	1
1	2	Golden Heart of Winter, The	Singer, Marilyn	2	1	0	1	1	0	0	1	1
2	2	Goldilocks and the Three Bears (The Signed English Series)	Bornstein, Harry & Saulnier, Karen	6	1	0	1	0	0	0	1	0
1	1	Good Luck Dog, The	Hess, Lilo	3	1	0	1	0	0	1	1	1
2	2	Good Manners: Told in Signed English	Herx, Michelle	5	1	0	1	0	0	0	0	0
1	1	Grandpa and Me	Tolan, Stephanie S.	4	2	0	1	0	0	1	1	0
2	2	Great Deaf Americans, 1st ed	Panara, Robert & John	3	3	1	1	0	0	0	1	0
2	2	Great Deaf Americans, 2d ed	Moore, Matthew Scott and Robert F. Panara	1	3	0	1	0	0	0	1	0
1	2	Greatest of All: A Japanese Folktale, The	Kimmel, Eric A.	2	1	0	1	0	1	1	1	1
2	3	Hand, Heart, and Mind: The Story of the Education of America's Deaf People	Walker, Lou Ann	1	3		0	1	1	1	1	0
2	2	Handful of Stories: Thirty-Seven Stories by Deaf Storytellers	Lane, Leonard G. & Ivey B. Pittle, eds.	4	3	1	0	0	0	0	0	0
2	2	Handmade ABC: A Manual Alphabet	Bourke, Linda	4	4	1	1	1	1	1	1	0
2	3	Handmade Alphabet, The	Rankin, Laura	2	1	1	1	1	0	1	1	1
2	1	Hands On, Thumbs Up: Secret Handshakes, Fingerprints, Sign Languages and More Handy Ways to Have Fun With Hands	Gryski, Camilla	2	2		0	1	0	0	1	0
2	2	Handsigns: A Sign Language Alphabet	Fain, Kathleen	1	2	0	1	0	0	1	1	1
2	3	Handtalk Birthday: A Number and Story Book In Sign Language	Charlip, Remy, et al.	3	1		1	1	1	1	1	1
2	3	Handtalk School (ASL)	Miller, Mary Beth & George Ancona	2	1	1	1	0	0	1	1	1
2	3	Handtalk Zoo	Ancona, George and Mary Beth	2	1	1	1	1	1	1	1	1
2	3	Handtalk: An ABC of Fingerspelling and Sign Language	Charlip, Remy & Mary Beth Miller	5	1	1	1	1	1	1	1	1

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1	2	Hannie	Luetke-Stahlman, Barbara	1	2	0	0	0	0	0	0	0	0
1	2	Hansel and Gretel in Signed English	Saulnier, Karen	6	1	0	0	1	1	0	1	0	
1	1	Happy Birthday Carol (Signed English)	Collins-Ahlgreen, Marianne	5	1	0	0	0	0	0	1	0	
1	3	Hasta Luego, San Diego: A Flying Fingers Club Mystery	Andrews, Jean F.	2	2	0	0	0	0	0	0	0	
2	2	Hazards of Deafness, The	Holcomb, Roy	5	3	0	0	0	0	1	0	0	
2	2	Hearing (Beginning to Learn About Series)	Allington, Richard L. & Kathleen Cowles	4	1	0	1	0	0	0	0	0	
2	2	Hearing Aids for You and the Zoo	Stoker, Richard and Janine Gaydos	3	1	0	1	0	0	0	0	0	
2	3	Hearing Loss	Mango, Karin N.	2	3	0	1	1	0	0	1	0	
2	2	Hearing Things	Fowler, Allan	2	2	0	1	1	0	1	1	1	
2	2	Hearing: The Five Senses	Parramon, Jose M., J.J. Puig & Maria Rius	3	1	1	0	0	0	0	0	0	
1	2	Heckedy Peg	Wood, Audrey	3	1	1	1	1	1	1	1	1	
2	3	Helen and Teacher: The Story of Helen Keller & Anne Sullivan Macy	Lash, Joseph P.	4	3		1	1	1	1	0	1	
2	1	Helen Keller	Hunter, Nigel	3	1	0	1	0	1	0	1	1	
2	1	Helen Keller	Markham, Lois	1	2	1	1	0	0	1	1	1	
2	1	Helen Keller	Santrey, Laurence	2	2	0	0	0	0	0	1	0	
2	1	Helen Keller	Sloan, Carolyn	3	2	0	0	0	0	1	0	0	
2	1	Helen Keller	Tames, Richard	2	2	0	1	0	1	0	0	1	
2	1	Helen Keller	Wepman, Dennis	3	2	1	1	0	1	1	1	1	
2	1	Helen Keller Story, The (1990)	Peare, Catherine O.	2	2	0	1	0	1	1	1	0	
2	1	Helen Keller: A Light for the Blind	Kudlinski, Kathleen	2	2	0	1	0	1	0	1	1	
2	1	Helen Keller: From Tragedy to Triumph	Wilkie, Katherine E.	6	2	0	0	0	0	1	1	0	
2	1	Helen Keller: Toward the Light	Graff, Stewart and Polly Graff	2	2	0	1	0	0	1	1	0	
2	2	Helen Keller's Teacher	Davidson, Margaret	6	2	0	0	1	0	0	1	0	
1	2	Henny Penny	Galdone, Paul	6	1	1	1	1	1	1	1	1	
1	1	Hermit of Fog Hollow Station, The	Roth, David	4	2	0	0	0	0	0	0	0	
1	1	Hero, The	Bridges, Christina	4	1	0	0	0	0	0	0	0	
2	2	Holiday Book, The (The Signed English Series)	Saulnier, Karen and Harry Bornstein	5	1	1	1	0	1	0	0	0	
2	3	Hometown Heroes: Successful Deaf Youth in America	Robinette, Diane	2	3	0	1	0	0	0	0	0	
1	2	House That Jack Built, The	Peppe, Rodney	6	1	0	1	1	0	0	0	0	
2	2	How to Survive Hearing Loss	Himber, Charlotte	2	3	1	1	1	1	1	0	0	

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2	2	How to: in Signed English	Collins-Ahlgreen, Marianne	5	1	0	1	0	1	0	1	0
2	2	Hymns for Signing: American Sign Language	Keller, Curt D., ed.	1	4	0	0	0	0	0	0	0
2	2	I Am a Kitten, Signed English	Saulnier, Karen	5	1	0	0	0	0	0	1	0
1	2	I Am Eyes - Ni Macho	Ward, Leila	4	1	0	1	1	1	1	1	0
2	3	I Can Sign My ABCs	Chaplin, Susan Gibbons	3	1	0	1	0	1	1	1	1
1	3	I Can't Always Hear You	Zelonky, Jay	4	1	0	1	0	0	0	1	0
2	3	I Have a Sister, My Sister is Deaf	Peterson, Jeanne W.	5	1	1	1	1	1	1	1	1
1	2	I Hear The Day	Johnston, Catherine D.	5	1	0	0	0	0	0	0	0
2	2	I Want to Be a Farmer (The Signed English Series)	Miller, Ralph R.	6	1	0	1	0	0	0	0	0
2	2	I Was So Mad (Talking Fingers Books)	Mayer, Mercer	3	1	0	1	0	1	1	1	1
1	3	I'm Deaf and It's Okay	Aseltine, Lorraine et al.	3	1	0	1	0	0	1	1	1
2	3	I'm Deaf Too: 12 Deaf Americans	Bowe, Frank	5	3	0	1	0	0	0	1	0
2	2	Impact of Deafness on a Family	Frederickson, Jeanette	3	3	0	0	0	0	0	0	0
1	2	In Our House	Rockwell, Anne F.	3	1	0	1	1	1	1	1	1
2	3	In Silence: Growing Up Hearing In a Deaf World	Sidransky, Ruth	2	3	1	1	1	1	1	1	1
2	2	In the Beginning: Creation Stories From Around the World	Hamilton, Virginia	2	1	1	1	1	1	1	1	1
1	3	In This Sign	Greenberg, Joanne	3	3	1	1	0	1	1	1	0
		Intermediate Conversational Sign Language: A Bi-Lingual Text	Madsen, Willard J.	4	4		0	1	0	0	1	1
2	2	Interpreting Sign Language	Greene, Laura & Eva B. Dicker	2	2	1	1	0	1	0	0	1
2	2	Introduction to American Sign Language	Hoemann, Harry W.	3	2	0	1	0	0	0	0	0
2	2	Is Science a Possible Career for You?	Stolt, Joanne B.	3	3	0	0	0	0	0	0	0
1	3	Is That You Miss Blue?	Kerr, M.E.	5	3	1	1	1	1	1	1	0
1	2	Is Your Mama a Uama?	Guarino, Deb	2	1	1	1	1	1	1	1	1
1	2	Island of Silence	Norris, Carolyn	5	3	0	0	0	0	0	0	0
1	2	Islay	Bullard, Douglas	3	3	0	0	0	0	0	0	0
1	2	It Could Always Be Worse: A Yiddish Folktale	Zemach, Margot	5	1	1	1	1	1	1	1	1
1	2	It's Not Easy Being a Bunny	Sadler, Marilyn	3	1	1	1	0	1	1	0	0
1	2	Jack and the Beanstalk	Kellogg, Steven	2	1	1	1	1	1	1	1	1
1	2	Jack and the Beanstalk	Pearson, Susan	2	1	1	1	0	1	1	0	1
1	2	Jack and the Beanstalk in Signed English	Herx, Michelle	5	1	0	1	0	0	0	1	0

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2	2	Jake's the Name, Sixth Grade's the Game	Piper, Deb	1	2	0	0	0	0	0	0	0	0
1	3	Jamie's Tiger	Wahl, Jan	4	1	0	1	0	0	0	0	1	1
2	2	Jean's Christmas Stocking	Norris, Carolyn	4	1	0	0	0	0	0	0	0	0
1	2	Jessi's Secret Language	Martin, Ann M.	2	2	0	1	1	0	0	0	1	1
1	2	Jolly Postman, or Other People's Letters, The	Ahlberg, Janet and Allen	3	1	0	1	0	1	1	0	0	0
1	1	Journey From Peppermint Street	DeJong, Meindert	6	2	1	1	0	0	0	1	1	1
						0	1	0	0	0	0	0	0
2	2	Joy of Signing Puzzle Book The	Hillebrand, Linda L. & Lottie L. Riekehof	2	4								
2	2	Joy of Signing, The (2d ed.)	Riekehof, Lottie	3	4	1	1	1	1	1	1	1	1
2	2	Julie Goes to School: Told in Signed English	Collins-Ahlgreen, Marianne	5	1	0	1	0	1	0	1	0	0
2	1	Juliette Low: Founder of the Girl Scouts of America	Behrens, June	2	1	1	1	0	1	1	1	1	1
2	1	Juliette Gordon Low: America's First Girl Scout	Kudlinski, Kathleen	2	2	1	1	0	0	0	1	1	0
1	3	Just For the Summer	Mango, Karin N.	2	3	0	1	1	0	0	0	1	0
1	3	Just Like Everybody Else	Rosen, Lillian	4	3	0	0	0	0	0	1	1	0
1	2	Just Like Jasper	Butlerworth, Nick and Mick Inkpen	2	1	0	1	0	1	1	1	0	0
2	2	Kaleidoscope of Deaf America, A	Turk, Frank R., ed.	2	3	0	1	0	0	0	0	0	0
1	3	Keeping It Secret	Pollock, Penny	4	2	0	1	0	0	0	1	1	0
1	2	Keith Edward's Different Day	Schwieb, Karin Melberg	2	1	0	0	0	0	0	0	0	0
2	2	King Midas	Newby, Robert	2	1	1	1	0	0	0	0	1	0
1	2	King of the Birds	Climo, Shirley	2	1	0	1	0	1	1	1	1	0
1	2	Knots on a Counting Rope	Martin, Bill, Jr. & John Archambault	3	1	1	1	1	1	1	1	1	1
2	2	Language in Motion: Exploring the Nature of Sign	Schein, Jerome D. and David A. Stewart	1	3	0	1	0	0	0	0	0	0
2	3	Laurent Clerc: The Story of His Early Years	Carroll, Cathryn	2	3	0	0	1	0	0	0	0	0
2	2	Learning American Sign Language	Humphries, Tom and Carol Padden	2	4	0	1	0	0	0	0	0	1
2	2	Learning to Sign in My Neighborhood	Schmidt, Diane E. and Karen Cameron	2	1	0	0	0	0	0	0	0	0
2	2	Legal Signs	National Technical Institute for the Deaf	2	3	0	0	0	0	0	0	0	0
1	2	Legend of the Indian Paintbrush, The	DePaola, Tomie	2	1	1	1	0	0	0	1	1	1
2	2	Lessons in Laughter: The Autobiography of A Deaf Actor	Bragg, Bernard & Eugene Bergman	2	3	1	1	0	0	0	1	1	0
1	1	Lester's Dog	Hesse, Karen	1	1	1	1	1	1	1	1	1	1
2	2	Lipreading Made Easy	Greenwald, Audrey	3	2	1	0	0	0	0	0	0	0
2	2	Lipreading Practice Manual for Teenagers and Adults	Copeland, Medary R.	5	3	0	0	0	0	0	0	1	0

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2	1	Lisa and Her Soundless World	Levine, Edna S.	5	1	1	1	0	0	1	1	0
2	2	Listening	Merkel, Hannah	1	3	0	1	0	0	1	1	0
2	2	Little Green Monster, The (Talking Fingers Books)	Johnson, Sue	3	1	0	0	0	0	0	0	0
2	2	Little Lost Sally: Told in Signed English		5	1	0	1	1	1	0	0	0
2	2	Little Poems for Little People (The Signed English Series)	Saulnier, Karen and Harry Bornstein	5	1	0	1	0	1	0	1	1
1	2	Little Red Hen, The	Galdone, Paul	5	1	1	1	1	0	1	1	0
2	2	Little Red Riding Hood: Told in Signed English	Bornstein, Harry & Saulnier, Karen	2	1	1	1	0	0	0	1	0
1	2	Little Red Riding Hood: Told in Signed English	Saulnier, Karen and Harry Bornstein	4	1	1	1	1	1	0	0	0
2	2	Living Legends: Six Stories About Successful Deaf People	Toole, Darlene	1	2	0	0	0	0	0	0	0
2	1	Living with Deafness	Taylor, Barbara	2	2	1	1	0	0	0	0	1
1	2	Llama and the Great Flood: A Folktale From Peru	Alexander, Ellen	2	1	1	1	0	1	1	1	1
2	3	Loss for Words, A: The Story of Deafness in a Family	Walker, Lou Ann	3	3	1	1	0	1	1	0	1
2	1	Louis Braille	Birch, Beverley	2	2	1	0	0	1	0	1	1
1	2	Ludwig van Beethoven	Vicini Marri, Noemi	3	3	0	1	0	1	1	1	1
2	1	Ludwig van Beethoven: Musical Pioneer	Greene, Carol	2	1	1	1	1	0	1	1	0
2	1	Mabel Bell: Alexander's Silent Partner	Toward, Liliias	3	3	0	0	0	0	0	0	0
1	1	Madeline and the Great (Old) Escape Artist	Jones, Rebecca C.	3	2	0	0	0	1	1	0	1
1	2	Man Who Kept His Heart in a Bucket	Levitin, Sonia	2	1	0	1	1	1	1	1	1
1	2	Man Who Kept House, The	Hague, Kathleen & Michael	4	1	1	1	0	1	1	1	1
2	3	Man Without Words, A	Schaller, Susan	2	3	1	1	1	0	1	1	1
1	3	Mandy	Booth, Barbara	2	1	0	1	1	0	1	1	0
2	2	Manual of Religious Signs, A	Bearden, Carter E & Jerry F. Potter	5	3	0	0	0	0	0	0	0
		Mask of Benevolence, The: Disabling the Deaf Community				0	1	1	1	1	1	0
2	2	Mathematics Signs	Lane, Harlan	1	3							
2	2	Mathematics Signs	National Technical Institute for the Deaf	2	3	0	0	0	0	0	0	0
1	3	Matthew Pinkowski's Special Summer	Quinn, Patrick	2	2	0	0	0	0	0	0	0
2	2	Matthew's Accident: in Signed English	Collins-Ahlgreen, Marianne	5	1	0	1	1	0	0	1	0
1	1	McGoony's Have a Party, The	Schatell, Brian	3	1	0	1	1	0	1	1	1
1	1	Me and My Millions	King, Clive	5	2	0	0	0	0	1	1	1
1	2	Mealtime at the Zoo (Signed English)	Saulnier, Karen and Harry Bornstein	5	1	0	1	0	1	0	1	1
1	1	Meaning Well	Cole, Sheila R.	5	1	1	0	0	0	0	0	0

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2	2	Meet Camille and Danille, They are Special Persons	Glazzard, Margaret H.	4	1	0	0	0	0	0	0	0	0
1	2	Mitten: A Ukranian Folktale, The	Brett, Jan	2	1	1	1	1	1	1	1	1	1
2	1	Molded	Theriot, Terryene	3	3	0	0	0	0	0	0	0	0
1	2	Molly Whuppie	De la Mare, Walter	3	1	1	1	1	1	1	1	1	1
1	2	Monkey Face	Asch, Frank	5	1	1	1	0	1	1	1	0	0
1	2	Month-Brothers: A Slavic Tale, The	Marshak, Samuel	3	1	0	1	0	1	1	1	1	1
2	1	More Than a Friend: Dogs With a Purpose	Siegel, Mary Ellen & Hermine M. Koplín	3	2	0	1	0	0	0	0	1	0
2	2	Mother Goose in Sign, An Alphabet of Animal Signs	Collins, S. Harold	1	1	0	0	0	0	0	0	0	0
2	2	Mother, Father, Deaf: Living Between Sound and Silence	Preston, Paul	1	3	0	1	0	0	0	1	1	1
2	2	Mouse's Christmas Eve (The Signed English Series)	Saulnier, Karen & Barbara Kannapell	5	1	0	1	0	0	0	1	0	0
1	2	Much Bigger than Martin	Kellogg, Steven	5	1	1	1	1	1	1	1	1	1
1	2	Mud Pony: A Traditional Skidi Pawnee Tale, The	Cohen, Caron L.	2	1	1	1	0	1	1	1	1	1
1	2	Mufaro's Beautiful Daughters: An African Tale	Steptoe, John	3	1	1	1	1	1	1	1	1	1
1	1	Mundo and the Weather-Child	Dunbar, Joyce	3	2	0	0	0	0	1	0	0	0
2	2	Music in Motion (Signed English)	Wojcio, Michael David	3	1	0	0	0	0	0	0	0	0
2	2	My ABC Signs of Animal Friends	Bahan, Ben & Joe Dannis	1	1	0	0	1	0	0	1	0	0
2	2	My Animal Book (The Signed English Series)	Saulnier, Karen and Harry Bornstein	5	1	1	0	0	0	0	0	0	0
2	3	My First Book of Sign	Baker, Pamela J.	3	1	1	1	1	0	1	1	1	1
2	2	My Friend Leslie: The Story of a Handicapped Child	Rosenberg, Maxine	3	1	1	1	1	1	1	1	1	1
2	3	My Signing Book of Numbers	Gillen, Patricia Bellan	2	1	1	1	1	1	0	1	1	1
1	3	My Sister's Silent World	Arthur, Catherine	4	1	0	1	0	1	0	1	0	0
2	2	My Toy Book (The Signed English Series)	Saulnier, Karen and Harry Bornstein	5	1	1	1	0	1	0	0	0	0
1	1	My Treasure is My Friend	Talbott, Michael	4	1	0	0	0	0	1	0	0	0
1	1	Mystery at Camp Triumph	Christian, Mary B.	3	2	0	1	0	0	1	1	0	0
1	1	Mystery of the Boy Next Door	Montgomery, Elizabeth R.	4	1	1	0	0	1	1	0	0	0
2	2	Never the Twain Shall Meet: The Communications Debate	Winefield, Richard	3	3	0	1	0	0	1	0	0	0
2	2	Night-Day, Work-Play: A Book of Opposites in Signed English	Collins-Ahlgreen, Marianne	5	1	0	1	1	1	0	1	0	0
2	2	Night Before Christmas in Signed English, The	Moore, Clement C.	5	1	0	1	0	0	0	1	0	0
2	2	No Sound	Wiggins, J.	6	3	0	0	0	0	0	0	0	0
2	2	No Walls of Stone: An Anthology of Literature By Deaf and Hard of Hearing Writers	Jepson, Jill, ed.	2	3	0	1	1	0	0	1	0	0

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CONTENT ANALYSIS AND COLLECTION EVALUATION RESULTS OF FICTION AND NONFICTION BOOKS ABOUT AND FOR K-12 CHILDREN WITH HEARING IMPAIRMENTS IN FRANKLIN COUNTY PUBLIC LIBRARIES OF OHIO

2	2	Notable Deaf Persons	Braddock, Guilbert	5	3	0	0	0	0	0	0	0	0
1	1	Nothing Place, The	Spence, Eleanor	5	2	0	0	0	0	1	0	0	0
1	1	Now I Understand	LaMore, Gregory S.	3	1	0	1	0	0	0	1	0	0
2	2	Number and Letter Games	Collins, S. Harold	1	1	0	0	0	0	0	0	0	0
1	3	Nursery Rhymes From Mother Goose (Signed English)	Bornstein, Harry & Saulnier, Karen	2	1	1	1	0	1	1	1	1	1
1	1	Of Such Small Differences	Greenberg, Joanne	2	3	1	1	1	1	1	1	1	1
1	2	Old MacDonald Had a Farm	Quackenbush, Robert	6	1	0	1	0	0	1	1	0	0
2	2	Oliver in the City (The Signed English Series)	Saulnier, Karen and Harry Bornstein	5	1	0	1	0	0	0	0	0	0
1	2	Once Upon a Time: Children's Classics Retold in American Sign Language	Bahan, Ben and Nathalie Marbury	2	4	0	0	0	0	0	0	0	0
2	2	One Thing Led to the Next: The Real History of TTYs	Graham, Bill & Val Nelson-Mettay	2	2	0	1	0	0	0	0	0	0
1	2	One TV Blasting and a Pig Outdoors	Abbott, Deborah and Henry Kisor	1	2	0	1	0	0	0	1	1	1
2	2	Other Side of Silence: Sign Language and the Deaf Community In America, The	Neisser, Arden	2	3	0	1	1	1	1	0	1	1
2	2	Other Side of Silence: Sign Language and the Deaf Community In America, The	Neisser, Arden	3	3	1	1	1	1	1	0	0	0
1	1	Other Side of the Family, The	Pople, Maureen	3	2	1	1	1	1	1	1	0	0
2	2	Our Father Abe: The Story of a Deaf Shoe Repairman	Dicker, Eva and Harvey L. Barash	2	3	0	0	0	0	0	0	0	0
1	2	Our John Willie	Cookson, Catherine	5	3	0	1	1	1	1	1	0	0
1	2	Paul Bunyan: A Tall Tale	Kellogg, Steven	3	1	1	1	1	1	1	1	1	1
2	2	Perigee Visual Dictionary of Signing (Revised Edition)	Butterworth, Rod R.	2	3	0	1	0	1	1	0	1	1
2	1	Personal Computers and Special Needs	Bowe, Frank	3	3	1	0	0	0	0	1	0	0
2	2	Pet Shop, The (The Signed English Series)	Saulnier, Karen and Harry Bornstein	5	1	1	1	0	1	0	0	0	0
2	1	Picture Book of Helen Keller, A	Adler, David	2	1	0	1	1	1	1	1	1	1
2	2	Pictures in the Air	Baldwin, Stephen	1	3	0	1	0	0	1	1	1	1
1	2	Place for Grace, A	Okimoto, Jean Davies	1	1	1	1	1	1	1	0	0	1
2	2	Place of Their Own, A: Creating the Deaf Community	Van Cleve, John V. & Barry A. Crouch	2	3	0	1	0	0	1	0	0	0
2	2	Play It By Sign: Games in Sign Language	Kirchner, Suzie L.	5	1	0	0	0	1	0	1	0	0
2	3	Pocket Dictionary of Signing, The	Butterworth, Rod R. and Mickey Flodin	2	3	0	1	1	0	1	0	1	1
2	2	Police Officer Jones (The Signed English Series)	Saulnier, Karen and Harry Bornstein	5	1	0	1	0	0	0	0	0	0
2	2	Policeman Jones in Signed English	Saulnier, Karen	5	1	0	0	0	1	0	1	0	0
2	2	Popsicles Are Cold (Talking Fingers Books)	Johnson, Sue	3	1	0	1	0	0	0	0	0	0

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1	1	Pretty Saro	Windsor, M.A.	3	2	1	1	0	1	1	1	1
1	2	Princess and the Frog, The	Isadora, Rachel	2	1	0	1	0	1	1	0	1
2	2	Pritt: The True Story of a Deaf Cat and Her Family	Moon, Susan E.	4	3	0	0	0	0	0	0	0
2	2	Public Library Talks to You, The	Hagemeyer, Alice	5	3	0	0	0	0	0	0	0
1	2	Puss in Boots	Perrault, Charles	2	1	1	1	1	1	1	1	1
2	2	Questions and More Questions in Signed English	Sautnier, Karen & Barbara Kannapell	5	1	0	1	1	0	0	1	0
1	2	Rain Player	Wisniewski, David	2	1	1	1	1	1	1	1	1
2	2	Random House American Sign Language Dictionary	Costello, Elaine	1	4	1	1	1	1	1	1	1
1	2	Raven and Water Monster (Sign Language Literature Series)	Collins, S. Harold	1	1	0	0	0	0	0	0	0
2	2	Reaching Out With Sign: A Basic Sign Language Phrase Manual	Piskula, Anita L., ed.	1	4	0	0	0	0	0	0	0
2	2	Religious Signing: A Comprehensive Guide for All Faiths (Revised Edition)	Costello, Elaine	3	3	0	1	0	0	0	1	1
2	1	Row This Boat Ashore	Rue, Nancy	3	3	0	0	0	0	0	0	1
1	2	Rumpelstiltskin	Zelinsky, Paul O.	3	1	1	1	1	1	1	1	1
1	1	Sand Bird, The	Baker, Margaret	5	2	0	0	0	0	0	0	0
2	2	Sand, Sea, Shells, and Sky in Signed English	Roy, Howard	5	1	0	1	1	0	0	1	0
2	2	Say That Again, Please	Bradford, Tom	2	3	0	0	0	0	0	0	0
2	2	Science Signs	National Technical Institute for the Deaf	2	3	0	0	0	0	0	0	0
2	3	Scientist and Physician Judith Pachciarz	Verheyden-Hilliard, Mary Ellen	2	1	0	0	0	0	0	0	0
1	3	Search, The	Fournier, Dorothy	4	1	0	0	0	0	1	0	0
2	3	Season of Change, A	Hodge, Lois	3	2	1	0	1	0	0	0	0
1	1	Secret City, U.S.A.	Holman, Felice	2	2	1	1	0	0	1	1	1
1	3	Secret in the Dorm Attic, The: A Flying Fingers Club Mystery	Andrews, Jean F.	2	2	1	0	0	0	0	0	0
1	1	Secret Letters of Mama Cat	Sorenson, Jody	2	2	1	1	0	0	1	1	0
2	2	Secret Signing: A Sign Language Activity Book Grades 1-3	Shroyer, Susan P. and Kimmel, Joan G.	2	1	0	0	0	0	0	0	0
2	2	Secret Signing: A Sign Language Activity Book PreK-Grade 1	Shroyer, Susan P. and Kimmel, Joan G.	2	1	0	0	0	0	0	0	0
2	2	Seeds of Disquiet: One Deaf Woman's Experience	Heppner, Cheryl	2	3	0	1	0	0	1	1	0
2	2	Seeing Language in Sign: The Work of William C. Stokoe	Maher, Jane	1	3	0	1	0	0	0	0	0
2	2	Seeing Voices: A Journey Into the World of the Deaf	Sacks, Oliver	2	3	1	1	1	0	1	1	1

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2	1	Sesame Street Sign Language ABC with Linda Bove	Bove, Linda	3	1	0	0	1	1	1	0	1
2	2	Sesame Street Sign Language Fun	Bove, Linda	3	2	1	1	1	1	1	1	0
2	2	Featuring Jim Henson's Sesame Street Muppets	Sesame Street Staff and Linda Hayward	4	1	1	1	0	1	1	1	0
1	2	Shadow	Brown, Marcia	4	1	0	1	1	1	1	1	1
1	1	Ship of Danger	Allan, Mabel E.	5	3	0	0	0	0	0	1	0
2	3	Show of Hands: Say It With Sign Language, A	Sullivan, Mary Beth, et al.	4	1	0	1	0	1	1	1	1
2	2	Sign & Culture: A Reader for Students of American Sign Language	Stokoe, William C.	4	3	0	0	0	0	0	1	0
2	3	Sign Language	Greene, Laura and Eva B. Dicker	4	3	0	1	1	1	1	1	1
2	2	Sign Language Made Simple	Lawrence, Edgar D.	2	4	0	1	1	1	1	0	1
2	3	Sign Language Talk	Greene, Laura and Eva B. Dicker	2	2	1	1	0	1	1	1	1
2	2	Sign Me Alice	Eastman, Gilbert C.	5	3	0	0	0	0	0	0	0
2	2	Sign Me Fine: Experiencing American Sign Language	Greene, Laura and Eva B. Dicker	2	3	0	1	1	0	0	0	1
2	2	Sign With Me Colors (Sign With Me Series)	Shroyer, Susan P.	3	1	0	0	0	0	0	0	0
2	2	Sign With Me Weather (Sign With Me Series)	Shroyer, Susan P.	3	1	0	0	0	0	0	0	0
2	2	Signed English Dictionary for Pre-School & Elementary Levels	Bornstein, Harry	5	1	1	1	0	1	0	1	0
2	2	Signed English for the Classroom	Saulnier, Karen and Harry Bornstein	5	3	1	1	0	0	0	1	0
2	2	Signed English Starter, The	Bornstein, Harry & Karen L. Saulnier	3	4	0	1	0	0	0	0	1
2	2	Signing at School	Collins, S. Harold	2	4	0	0	0	0	0	0	0
2	2	Signing English	Shroyer, Edgar H.	2	2	0	1	0	0	0	0	0
2	2	Signing Everyday Phrases	Flodin, Mickey	1	2	0	1	0	0	0	0	1
2	2	Signing Exact English, 3d ed.	Gustason, Gerilee., et al.	1	4	0	1	0	0	0	1	0
2	2	Signing For Kids	Flodin, Mickey	2	2	0	0	0	1	1	1	0
2	2	Signing Illustrated: The Complete Learning Guide	Flodin, Mickey	1	4	0	1	0	0	0	0	1
2	2	Signing is Fun: A Child's Introduction to the Basics of Sign Language	Flodin, Mickey	1	1	0	0	0	0	0	0	0
2	2	Signing Made Easy	Butterworth, Rod R. and Mickey Flodin	2	3	1	1	0	0	0	1	1
2	3	Signing: How to Speak With Your Hands (2nd ed.)	Costello, Elaine	3	3	1	1	1	0	1	1	1
2	2	Signs Across America	Shroyer, Edgar H. and Susan P.	3	4	0	1	0	0	0	1	0
2	2	Signs Everywhere	Kelly-Jones, Nancy & Harley Hamilton	4	4	0	0	0	0	0	1	0
2	2	Signs For All Seasons: More Sign Language Games	Kirchner, Suzie L.	1	2	0	0	0	0	0	0	0

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2	2	Signs For All Seasons: More Sign Language Games	Kirchner, Suzie L.	5	2	1	0	1	1	1	1	0
2	2	Signs for Computing Terminology	Jamison, Steven	3	4	0	0	0	0	0	1	0
1	2	Signs For Me: Basic Sign Vocabulary for Children, Parents & Teachers (ASL)	Bahan, Ben and Joe Dannis	2	4	0	0	0	0	0	1	0
2	2	Signs for Sexuality: A Resource Manual for Deaf & Hard-of-Hearing Individuals... (2d ed.)	Minkin, Marlyn and Laurie Rosen	2	3	0	1	0	0	0	1	0
2	2	Signs in Judaism: A Resource Book for the Jewish Deaf Community	Shuart, Adele Kronick	3	4	0	0	0	0	0	0	0
2	2	Signs in Success: Profiles of Deaf Americans	Podmore, Ron	1	2	0	0	0	0	0	0	0
2	2	Signs of Drug Use	Woodward, James	4	3	0	1	0	0	0	0	0
2	2	Signs of Language, The	Klima, Edward and Ursula Bellugi	4	3	0	1	0	1	0	1	0
2	2	Signs of Sexual Behavior	Woodward, James	4	3	0	1	0	0	0	1	0
2	2	Signs of Spring	Quinn, Patrick	1	2	0	0	0	0	1	1	0
2	2	Signs of the Times	Shroyer, Edgar H.	4	4	1	1	0	0	0	1	0
1	3	Signs Unseen, Signs Unheard	Norris, Carolyn	4	3	0	0	0	0	0	0	0
2	2	Silence Is Golden, Sometimes	Holcomb, Roy	3	2	0	0	0	0	1	0	0
2	2	Silence of the Spheres: The Deaf Experience in the History of Science	Lang, Harry G.	1	3	0	0	0	0	0	0	0
2	2	Silence, Love and Kids I Know: Poems	Smith, Linwood	5	3	0	0	0	0	0	1	0
2	2	Silent Alarm: On the Edge with a Deaf EMT	Schrader, Steven L.	1	3	0	0	0	0	1	1	0
1	1	Silent Dancer	Hlibok, Bruce	4	2	0	1	1	0	0	1	0
1	1	Silent Dances	Crispin, A.C. and Kathleen O'Malley	2	3	0	0	0	0	1	0	1
1	3	Silent Lotus	Lee, Jeanne M.	2	1	1	1	1	0	1	1	1
2	2	Silent Observer	MacKinnon, Christy	1-	1	0	0	0	1	0	1	0
1	1	Silent One, The	Cowley, Joy	4	2	0	0	1	0	0	0	0
2	2	Silent Poetry: Deafness, Sign, and Visual Culture in Modern France	Mirzoeff, Nicholas	1	3	0	0	0	0	0	0	0
1	1	Silent Voice, The	Cunningham, Julia	4	2	1	1	0	0	0	1	0
2	2	Silents, The	Abrams, Charlotte	1	3	0	1	0	0	0	0	1
2	2	Simple Signs	Wheeler, Cindy	1	1	0	1	1	0	1	1	0
1	1	Single Light, A	Wojciechowska, Maia	6	2	1	0	1	0	1	1	1
1	2	Sitting in My Box	Lillegard, Dee	2	1	0	1	0	1	1	1	1

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1	2	Sleeping Beauty (ASL)	Newby, Robert	2	1	0	1	0	0	0	1	0
1	1	Snailman, The	Sivers, Brenda	4	2	1	1	0	0	0	0	0
1	2	Snow White	Heins, Paul	5	1	1	1	0	1	1	1	1
1	1	Soccer Orphans, The	Mackellar, William	4	2	0	1	0	0	1	1	0
2	2	Someone Special, Just Like You	Brown, Tricia	3	2	1	1	1	1	1	1	0
1	1	Somethin'	Talbott, Michael	4	1	0	0	0	0	0	0	0
2	2	Songs in Sign	Collins, S. Harold	1	1	0	0	0	0	0	0	0
2	2	Songs in Sign (Signed English)	Bornstein, Harry	1	1	0	0	0	0	0	0	0
		Sound Friendships: The Story of Willa and Her Hearing Ear Dog	Yates, Elizabeth			0	0	1	0	1	1	1
2	3	Sounds of Silence	Levy, Marilyn	3	2							
1	3	Speak to Me	Forecki, Marcia C.	2	3	0	1	1	0	1	0	0
2	1	Speak to Me	Forecki, Marcia C.	3	3	0	1	1	1	0	0	0
2	2	Spring is Green in Signed English	Saulnier, Karen & Barbara Kannapell	5	2	0	1	1	1	0	1	0
1	2	St. Michael's Fall Poems	Luczak, Raymond	1	3	0	0	0	0	0	0	0
1	1	Stone Book, The	Garner, Alan	5	2	1	1	1	0	0	0	1
1	2	Stone Cutter: An Indian Folktale, The	Newton, Pam	2	1	0	0	0	0	0	1	0
1	2	Stone Soup	Brown, Marcia	5	1	0	1	0	1	0	0	1
2	2	Stores in Signed English	Collins-Ahlgreen, Marianne	5	1	0	1	0	0	1	1	0
2	1	Story of Annie Sullivan, Helen Keller's Teacher	Selden, Bernice	3	2	0	1	0	0	0	0	0
2	1	Story of Thomas Alva Edison	Cousins, Margaret	4	2	0	0	1	0	1	0	0
2	2	Story of Your Ear, The	Silverstein, Alvin and Virginia B.	4	2	1	1	1	0	1	1	1
1	2	Stranger, The	Van Allsburg, Chris	3	1	1	1	1	1	1	1	1
1	2	Strega Nona: An Old Tale	DePaola, Tomie	5	1	1	1	0	1	1	1	1
2	1	Successful Deaf Americans	Toole, Darlene K.	4	2	0	0	0	0	0	0	0
1	1	Sudden Silence, A	Bunting, Eve	2	3	1	1	1	0	1	1	1
1	1	Summer-House Loon, The	Fine, Anne	4	3	1	1	1	0	0	0	0
1	1	Swing, The	Hanlon, Emily	4	2	1	0	1	0	0	1	0
1	2	Tale of the Mandarin Ducks, The	Paterson, Katherine	2	1	1	1	0	1	1	1	1
1	2	Tale of the Unicorn, The	Preussler, Otfried	2	1	1	0	0	0	1	1	1
2	1	Talk to Me	Brearley, Sue	2	1	0	0	0	0	0	1	0
1	2	Talking Eggs: A Folktale, The	San Souci, Robert	2	1	1	1	1	1	1	1	1

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2	2	Talking Without Words: I Can, Can You?	Ets, Marie Hall	6	1	1	0	1	1	1	1	0
1	2	Tattercoats	Jacobs, Joseph	2	1	1	1	1	1	1	1	0
2	2	Technical Signs	National Technical Institute for the Deaf	2	3	0	0	0	0	0	0	0
1	3	Tell Me How the Wind Sounds	Guccione, Leslie	2	3	1	1	0	1	1	1	0
1	2	Thanks A Lot!	Krainman, Lucille R.	1	2	0	0	0	0	0	0	0
1	1	There Was This Man Running	Ray, N.L.	4	3	0	1	0	0	1	0	0
2	2	Things I Like to Do In Signed English	Saulnier, Karen	5	1	0	0	0	1	0	0	0
1	2	This Old Man	Adams, Pam	5	1	0	0	0	0	1	1	0
2	1	Thomas Alva Edison	Buranelli, Vincent	2	2	0	1	0	0	1	1	1
2	1	Thomas Alva Edison	Lampton, Christopher	2	2	1	1	0	1	0	1	1
2	1	Thomas Alva Edison: Bringer of Light	Greene, Carol	3	2	1	1	1	0	1	1	1
2	1	Thomas Alva Edison: Great Inventor	Adler, David	2	1	1	1	1	0	1	1	1
2	1	Thomas Edison: Inventing the Future	Mintz, Penny	2	2	0	0	0	0	0	0	1
2	1	Thomas Edison: The Great American Inventor	Egan, Louise	3	2	0	1	0	0	0	1	1
1	2	Thomas' Snowsuit	Munsch, Robert	3	1	1	1	0	1	1	1	1
1	2	Three Bears, The	Galdone, Paul	6	1	1	1	1	0	1	1	0
2	2	Three Billy Goats Gruff, The: Told in Signed English	Herx, Michelle	5	1	1	1	0	0	0	0	0
2	2	Three Little Kittens, The: Told in Signed English	Kannapel, Barbara et al.	5	1	0	1	0	0	0	1	0
1	2	Three Little Pigs, The	Galdone, Paul	6	1	1	1	1	1	1	1	0
2	2	Three Little Pigs, The (The Signed English Series)	Saulnier, Karen and Harry Bornstein	6	1	1	0	0	1	0	1	0
1	2	Three Wonderful Beggars, The	Scott, Sally	3	1	0	1	0	0	1	1	1
1	2	Tikki-Tikki-Tembo	Mosel, Arlene	6	1	1	1	1	1	1	1	1
1	1	Time Tree, The	Richemont, Enid	2	2	1	1	1	0	1	1	0
2	2	Tommy's Day: Told in Signed English	Watson, Nancy D.	5	1	0	1	1	0	0	1	0
1	2	Tongue-Cut Sparrow, The	Ishii, Momoko	3	1	1	1	0	1	1	1	1
1	2	Town Mouse and the Country Mouse, The	Cauley, Lorinda B.	3	1	0	1	1	1	1	1	1
2	2	Train Go Sorry: Inside A Deaf World	Cohen, Leah Hager	1	3	1	1	1	0	1	1	1
1	2	True Story of the Three Little Pigs, The	Scieszka, Jon	2	1	1	1	1	1	1	1	1
1	3	Tuck Triumphant	Taylor, Theodore	2	2	0	1	0	1	1	1	1
1	2	Turnip: An Old Russian Folktale, The	Morgan, Pierre	2	1	0	1	0	1	1	0	1
1	2	Twelve Days of Christmas, The	Wildsmith, Brian	6	1	0	1	1	0	0	1	1

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2	2	Ugly Duckling, The (The Signed English Series)	Collins-Ahlgreen, Marianne	5	1	0	1	0	1	0	1	0
1	2	Unicorn and the Lake, The	Mayer, Marianna	4	1	1	0	1	0	1	1	1
1	1	Useful Gifts	Glickfeld, Carole L.	2	3	1	1	0	0	1	1	0
1	3	Very Special Friend, A	Levi, Dorothy Hoffman	2	1	0	1	0	0	0	1	0
2	2	Very Special Sister, A	Levi, Dorothy Hoffman	2	1	0	1	0	0	0	1	0
1	2	Village of Round and Square Houses, The	Grifalconi, Ann	3	1	1	1	1	1	1	1	1
2	3	Voyage to the Island	Nieminen, Rajja	2	3	0	1	1	0	1	1	1
1	3	Waiting Game, The	Bunting, Eve	4	2	0	0	0	0	1	1	0
2	2	Ward's Natural Sign Language Thesaurus	Ward, Jill	4	3	0	0	0	1	0	1	0
1	1	Water Rat	Ogan, Margaret and George Ogan	6	3	0	0	0	0	0	0	0
2	2	Week the World Heard Gallaudet, The	Gannon, Jack R.	2	3	1	1	0	0	0	0	0
2	2	We're Going to the Doctor (The Signed English Series)	Silver, Ann	5	1	0	1	0	1	0	0	0
1	1	Westmark	Alexander, Lloyd	4	2	1	1	1	1	1	1	1
2	2	What Is An Audiogram	Gragg, Verita	3	1	0	0	0	0	0	0	0
2	3	What Is the Sign For Friend?	Greenberg, Judith & Carin B. Feldman	3	1	1	1	0	0	1	1	0
2	2	What People Say	Ordman & Ralli	5	2	1	0	0	0	0	1	0
2	3	What's That Pig Outdoors? A Memoir of Deafness	Kisor, Henry	2	3	1	1	1	0	1	1	0
2	2	When I Grow Up (Signed English)	Hodges, Candri	1	1	0	0	0	0	0	0	0
2	2	When I Grow Up (Signed English)	Roy, Howard	5	1	1	1	0	1	0	0	0
1	2	When Sheep Cannot Sleep	Kitamura, Satoshi	3	1	1	1	0	1	1	1	1
2	3	When The Mind Hears: A History of the Deaf	Lane, Harlan	3	3	1	1	1	1	1	0	0
2	2	When the Phone Rings, My Bed Shakes: Memoirs of A Deaf Doctor	Zazove, Philip	1	3		0	1	1	0	1	1
1	2	Where The Wild Things Are	Sendak, Maurice	2	1	1	0	0	0	0	1	0
2	2	Where's Spot? (Signed Language edition)	Hill, Eric	3	1	1	1	0	1	1	1	0
1	3	Who Stole Kathy Young?	Clark, Margaret G.	4	2	0	0	0	0	1	0	1
2	2	Why Mosquitoes Buzz In People's Ears: A West African Tale	Aardema, Verna	5	1		1	1	1	1	1	1
1	2	Why There Is No Arguing In Heaven: A Mayan Myth	Latimore, Deborah N.	2	1	1	1	1	0	1	1	1
1	1	Will the Real Renie Lake Please Stand Up?	Morganroth, Barbara	4	3	0	0	0	0	0	1	0
2	2	With My Legs (The Signed English Series)	Saulnier, Karen and Harry Bornstein	5	1	1	1	0	1	0	1	0
1	2	Wolf's Chicken Stew, The	Kasza, Keiko	3	1	1	1	1	1	1	1	1

APPENDIX A

CONTENT ANALYSIS AND COLLECTION EVALUATION RESULTS OF FICTION AND NONFICTION BOOKS ABOUT AND FOR K-12 CHILDREN WITH HEARING IMPAIRMENTS IN FRANKLIN COUNTY PUBLIC LIBRARIES OF OHIO

1	2	Woman Who Flummoxed the Fairies: An Old Tale From Scotland	Forest, Heather	2	1	0	1	1	1	1	0	0
2	1	Women Who Made a Difference	Forbes, Malcolm & Jeff Bloch	2	3	1	1	0	0	1	0	1
2	2	Word Signs: A First Book of Sign Language	Slier, Debby	1	1	0	1	0	0	0	1	0
1	3	Words In Our Hands	Litchfield, Ada B.	4	1	1	0	1	0	0	1	1
1	2	World of Her Own	Levinson, Nancy S.	4	2	0	0	0	0	0	0	0
		World of Knowing: A Story About Thomas Hopkins Gallaudet, A	Bowen, Andy Russell			0	1	0	1	1	0	1
2	2			1	2							
1	2	Yeh-shen: A Cinderella Story From China	Louie, Ai-Ling	4	1	1	1	1	1	1	1	1
2	1	Yes, I Wear a Hearing Aid	Blatchford, Claire H.	5	1	0	1	0	0	0	0	0
2	2	You Can Sign	Wyant, Bradley	1	1	0	0	0	0	0	0	0
		You Don't Need Words! A Book About Ways People Talk Without Words				0	1	1	1	0	1	0
2	1		Gross, Ruth B.	2	2							

APPENDIX B

CONTENT ANALYSIS AND COLLECTION EVALUATION RESULTS OF HIGH INTEREST, EASY READING BOOKS FOR DEAF/HOH READERS IN GRADES 7 TO 12 IN FRANKLIN COUNTY PUBLIC LIBRARIES OF OHIO

Genre	Title	Author	B E X 1	C M L 2	G D V 3	S W L 4	U A L 5	W E S 6	W O R 7
2	Across America on an Emigrant Train	Murphy, Jim	1	1	1	1	1	1	1
2	Adolf Hitler	Heyes, Eileen	0	1	0	0	0	1	0
2	Adventure in Alaska: An Amazing True Story of the World's Long	Kramer, Sydelle	0	1	0	1	1	1	1
2	Alger Hiss Trial, The	Rappaport, Doreen	0	1	0	0	1	1	1
1	Ali and the Golden Eagle	Grover, Wayne	0	1	0	0	1	1	1
1	Am I Blue? Coming Out from the Silence	Bauer, Marion Dane	0	1	1	1	1	1	1
1	American Dragons: Twenty-Five Asian American Voices	Yep, Laurence, editor	0	1	0	1	1	1	1
2	America's First Railroads	McNeese, Tim	0	0	0	0	1	1	1
1	Amzat and His Brothers	Fox, Paula	0	1	0	1	1	1	1
2	Ancient World of the Bible, The	Day, Malcolm	1	1	0	0	1	1	1
2	Anne Frank: Beyond the Diary	Van der Rol, Ruud, et al.	1	1	1	1	1	1	1
1	April and the Dragon Lady	Namioka, Lensey	1	1	1	1	1	1	1
1	Are You Alone on Purpose?	Werlin, Nancy	1	1	0	1	0	1	1
2	Arnold Schwarzenegger: Hercules in America	Lipsyte, Robert	0	1	0	0	1	1	1
2	Astronomy	Lippincott, Kristen	1	1	1	1	1	1	1
1	Back in the Saddle	Kincaid, Beth	0	1	0	1	0	0	1
1	Bamboo Flute, The	Disher, Garry	0	1	1	1	1	1	1
2	Barry Sanders: Lion with a Quiet Roar	Reiser, Howard	0	1	0	0	1	1	1
2	Baseball Tips	Hughes, Dean, et al	0	1	1	1	1	1	1
1	Beginning of Unbelief, The	Jones, Robin D.	0	1	0	0	1	1	1
1	Billy	Roybal, Laura	1	1	0	0	1	1	1
2	Bird Atlas, The	Taylor, Barbara & Orr, Richard	0	1	1	0	1	1	1
1	Blackwater Swamp	Wallace, Bill	1	1	0	1	1	1	1
2	Book of Your Own: Keeping A Diary or Journal, A	Stevens, Carla	1	1	1	1	1	1	1
1	Brown Angels: An Album of Pictures and Verse	Myers, Walter Dean	1	1	1	1	1	1	1
1	Bull Run	Fleiscman, Paul	1	1	1	1	1	1	1

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CONTENT ANALYSIS AND COLLECTION EVALUATION RESULTS OF HIGH INTEREST, EASY READING BOOKS FOR DEAF/HOH READERS IN GRADES 7 TO 12 IN FRANKLIN COUNTY PUBLIC LIBRARIES OF OHIO

1	Call of the Deep	Piazza, Linda	0	0	0	0	0	0	1
1	Calling on Dragons	Wrede, Patricia C.	1	1	1	1	1	1	1
1	Captain Hawaii	Arkin, Anthony Dana	1	0	0	1	0	1	1
1	Car, The	Paulsen, Gary	1	1	1	1	1	0	1
2	Cars	Johnstone, Michael & Austin, Alan	0	1	0	0	0	1	0
2	Castle (Stephen Biesty's Cross-Sections)	Biesty, Stephen	1	1	0	0	1	1	1
1	Catherine, Called Birdy	Cushman, Karen	1	1	1	1	1	1	1
1	Cattail Moon	Thesman, Jean	0	1	1	1	0	1	1
1	Celebrating the Hero	Jenkins, Lyll Becerra de	0	1	0	1	1	1	1
2	Champions: Stories of Ten Remarkable Athletes	Littlefield, Bill & Fuchs, Bernie	0	1	0	1	1	1	1
2	Cheap Raw Material	Meltzer, Milton	0	1	0	1	1	1	1
1	Chicken Gave It to Me, The	Fine, Anne	0	1	1	0	1	1	1
1	Chief, The	Lipsyte, Robert	1	1	1	1	1	1	1
2	China Under Communism	Kort, Michael G.	0	1	0	0	1	1	1
2	Chippewa, The	Greene, Jacqueline Dembar	1	1	0	0	1	1	1
2	Citymaze! A Collection of Amazing City Mazes	Madgwick, Wendy	0	1	1	0	0	1	1
1	Clan of the Shape-Changeers	Levy, Robert	0	1	0	0	0	1	0
1	Coaster	Duffey, Betsy	0	1	1	0	1	1	0
1	Come In from The Cold	Qualey, Marsha	0	1	0	0	1	1	1
2	Copier Creations: Using Copy Machines to Make Decals, Silhouettes	Fleischman, Paul	0	1	0	0	0	1	1
2	Cowboy: An Album	Granfield, Linda	0	1	1	1	1	1	1
2	Cowboys, Indians, and Gunfighters: The Story of the Cattle King	Marrin, Albert	0	1	1	1	1	1	1
1	Crazy Lady!	Conly, Jane Leslie	1	1	1	1	1	1	1
1	Creation, The	Pierce, Richard	0	1	1	0	0	0	1
2	Crisis in Haiti	Goldish, Meish	0	1	0	0	0	0	1
2	Cults	Cohen, Daniel	0	1	0	1	1	0	1
1	Dark Stairs, The: A Herculean Jones Mystery	Byars, Betsy	1	1	1	1	1	1	1
2	David Robinson: Star Center	Macnow, Glen	1	1	1	0	1	1	1
1	Deliver Us From Evie	Kerr, M.E.	0	1	1	1	1	1	1
2	Dictionary of Nature	Burnie, David	0	1	0	0	0	1	1

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CONTENT ANALYSIS AND COLLECTION EVALUATION RESULTS OF HIGH INTEREST, EASY READING BOOKS FOR DEAF/HOH READERS IN GRADES 7 TO 12 IN FRANKLIN COUNTY PUBLIC LIBRARIES OF OHIO

2	Dinosaur	Norman, David	0	1	0	0	1	1	0
2	Dinosaurs All Around: An Artists's View of the Prehistoric World	Arnold, Caroline & Hewett, Richard	0	1	0	0	1	1	1
1	Dive	Donovan, Stacey	0	1	0	1	1	1	1
1	Do You Know Me?	Farmer, Nancy	0	1	1	1	1	1	1
2	Domestic Violence	Layden, Joe	0	1	0	0	0	0	0
2	Dorling Kindersley Science Encyclopedia, The	McKeever, Susan, ed	0	1	0	0	1	1	1
1	Dove Dream	Rumbaut, Hendle	0	1	0	0	0	1	1
1	Dragon in the Family, A	Koller, Jackie French	0	1	0	1	0	1	1
1	Dragon's Gate	Yep, Laurence	1	1	1	1	1	1	1
1	Dreadful Sorry	Reiss, Kathryn	1	1	1	1	1	1	1
1	Drum, the Doll, and the Zombie, The	Bellairs, John	0	1	1	0	1	1	1
2	Earth	Van Rose, Susanna	0	1	1	1	1	0	1
2	Eighteenth Century Clothing	Kalman, Bobbie	1	1	0	1	1	1	1
2	Eleanor Roosevelt: A Life of Discovery	Freedman, Russell	1	1	1	1	1	1	1
2	Elephants	Grace, Eric S.	1	1	1	1	1	1	0
1	Emily Good as Gold	Rubin, Susan Goldman	0	1	0	1	1	1	1
2	Endangered Animal Babies	Maynard, Thane	0	1	0	1	0	1	1
2	Erie Canal: Gateway to the West	Nirgiotis, Nicholas	0	1	0	0	1	1	1
1	Escape from Exile	Levy, Robert	0	1	0	1	1	1	1
2	Extraordinary Asian Pacific Americans	Sinnott, Susan	1	1	1	0	1	0	1
2	Eyewitness Natural World	Parker, Steven	1	1	0	1	1	0	1
1	Fifth of March: A Story of the Boston Massacre, The	Rinaldi, Ann	1	1	0	1	1	1	1
1	Finishing Becca: A Story about Peggy Shippen and Benedict Arn	Rinaldi, Ann	1	1	0	1	1	1	1
1	Finn's Search	Dunlop, Eileen	0	1	1	0	1	0	1
2	Firebird: Built with Excitement!	Schleifer, Jay	0	1	0	0	1	1	1
2	First Flight Across the United States: The Story of Calbraith Perry	Taylor, Richard L.	0	1	0	1	1	1	1
2	First Solo Flight Around the World: The Story of Wiley Post and K	Taylor, Richard L.	0	1	0	1	1	1	1
1	For the Love of Pete	Marino, Jan	0	1	0	0	1	1	1
1	Free Fall	Barrett, Elizabeth	0	0	0	1	1	1	1
2	Freedom's Children: Young Civil Rights Activists Tell Their Own S	Levine, Ellen, ed.	1	1	1	1	1	1	1
2	Frida Kahlo	Turner, Robyn Montana	0	1	0	0	1	1	1

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CONTENT ANALYSIS AND COLLECTION EVALUATION RESULTS OF HIGH INTEREST, EASY READING BOOKS FOR DEAF/HOH READERS IN GRADES 7 TO 12 IN FRANKLIN COUNTY PUBLIC LIBRARIES OF OHIO

2	Future in Space, The	Asimov, Isaac & Giraud, Robert	0	1	0	0	1	1	0
1	Game Plan	Dygard, Thomas J.	0	1	0	1	1	1	1
1	Gathering of Pearls	Choi, Sook Nyul	0	1	0	1	1	1	1
1	Gathering, The	Carmody, Isobelle	0	1	0	1	1	1	1
1	Gemini Game	Scott, Michael	0	1	0	0	1	1	1
1	Genuine Half-Moon Kid, The	Williams, Michael	0	1	0	0	1	1	1
2	Georgia O'Keeffe	Venezia, Mike	1	1	0	1	1	1	1
1	Ghost of Chicken Liver Hill, The	Black, J.R.	0	1	0	1	0	0	0
1	Giver, The	Lowry, Lois	1	1	1	1	1	1	1
1	Golden Carp, and Other Tales from Vietnam, The	Vuong, Lynette Dyer & Saito, Manabu	0	1	0	0	1	1	1
1	Grass Songs	Turner, Ann & Moser, Barry	0	1	0	0	1	1	1
2	Great Migration: An American Story, The	Lawrence, Jacob	1	1	1	1	1	1	1
2	Green Planet Rescue: Saving the Earth's Endangered Plants.	Halpern, Robert R.	1	1	1	1	1	1	1
1	Guess Who's Dating a Werewolf?	Black, J.R.	0	1	0	0	0	0	1
1	Guests	Dorris, Michael	0	1	1	1	1	1	1
1	Gypsy Davey	Lynch, Chris	0	1	0	1	1	1	1
1	Hanged Man, The	Block, Francesca Lia	0	1	0	1	1	1	1
1	Harris and Me: A Summer Remembered	Paulsen, Gary	1	1	1	1	1	1	1
2	Head for the Hills! The Amazing True Story of the Johnstown Flood	Walker, Paul Robert & Vicente, Gonzalez	0	0	0	1	0	1	0
2	Hearing Us Out: Voices from the Gay and Lesbian Community	Sutton, Roger & Ebright, Lisa	0	1	1	1	1	1	0
1	Heart of a Champion	Deuker, Carl	0	1	1	1	1	1	1
1	Hello . . . This Is My Father Speaking	Sharmat, Mitchell	0	0	1	0	1	1	1
1	Here There Be Unicorns	Yolen, Jane	0	1	1	0	1	1	1
2	Hoboes: Wandering in America, 1870-110	Wormser, Richard	0	1	1	0	1	1	1
2	Hot, Sexy and Safer	Landolphi, Suzi	0	1	0	0	1	1	0
2	How to Read Your Mother's Mind	Deem, James M.	1	1	1	0	1	1	1
2	Human Body	Parker, Steve	1	1	0	1	1	0	1
1	Hungry One, The: A Poem	Baumann, Kurt	0	0	0	1	1	0	1
1	I Had Seen Castles	Rylant, Cynthia	1	1	0	1	1	1	1
2	I Was a Teenage Professional Wrestler	Lewin, Ted	0	1	0	1	1	0	1

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CONTENT ANALYSIS AND COLLECTION EVALUATION RESULTS OF HIGH INTEREST, EASY READING BOOKS FOR DEAF/HOH READERS IN GRADES 7 TO 12 IN FRANKLIN COUNTY PUBLIC LIBRARIES OF OHIO

1	Iceman	Lynch, Chris	0	1	0	1	1	1	1
1	If I Should Die Before I Wake	Nolan, Han	1	1	0	0	0	1	1
2	In the Village of the Elephants	Schmidt, Jeremy & Wood, Ted	0	1	1	0	1	1	1
1	Ink-Keeper's Apprentice, The	Say, Allen	0	1	0	0	1	1	1
2	Introducing Picasso	Heslewood, Juliet	1	1	1	1	1	1	1
2	Invisible Bugs and Other Creepy Creatures That Live With You	Lang, Susan S. & Lindstrom, Eric C.	0	0	0	0	0	1	0
2	It's Our World, Too! Stories of Young People Who Are Making a	Hoose, Phillip	0	1	1	1	1	1	1
2	Iwo Jima and Okinawa	Black, Wallace B. & Blashfield, Jean	0	1	0	0	0	1	1
1	Jericho's Journey	Wisler, G. Clifton	1	1	1	1	1	1	1
1	Jesse	Soto, Gary	0	1	0	1	1	1	1
2	Jim Thorpe: Twentieth-Century Jock	Lipsyte, Robert	0	1	0	1	1	1	1
2	Joe Louis: A Champ for All America	Lipsyte, Robert	0	1	0	1	1	1	1
1	Journeyman Wizard	Zambreno, Mary Frances	0	1	0	1	1	1	1
1	Julie	George, Jean Craighead	1	1	1	1	1	1	0
2	Kareem Abdul-Jabbar	Sanford, William R.	0	0	0	0	0	1	1
1	Keeping Christina	Bridgers, Sue Ellen	0	1	0	1	1	1	1
2	Kid's Address Book, The: Over 2,000 Addresses of Celebrities, ..	Levine, Michael	0	0	1	1	1	1	1
1	Kingdom of Kevin Malone, The	Charnas, Suzy McKee	0	1	0	0	1	1	1
1	Korean Folk-tales	Riordan, James	0	1	1	0	0	0	0
2	Lamborghini: Italy's Raging Bull	Schleifer, Jay	0	1	0	0	0	1	1
1	Last Tales of Uncle Remus, The	Lester, Julius	0	1	1	1	1	1	1
1	Latch-key Dog, The	Auch, Mary Jane	1	1	0	1	1	1	1
2	Latino Voices	Aparicio, Frances R., ed	0	1	0	0	0	0	1
1	Learning to Live in the World: Earth Poems by William Stafford	Watson, Jerry, et al.	0	1	0	0	0	0	0
1	Leaving Eldorado	Mazzio, Joann	0	1	0	0	1	1	1
1	Letters from the Inside	Marsden, John	1	1	1	1	1	1	1
2	Life	Burnie, David	0	1	1	1	0	1	1
2	Light Action! Amazing Experiments with Optics	Cobb, Vicki and Josh Cobb	0	1	0	1	1	1	1
1	Linger	Kerr, M.E.	1	1	0	1	1	1	1
2	Lives of the Musicians: Good Times, Bad Times (And What the N	Krull, Kathleen & Hewitt, Kathryn	1	1	1	0	1	1	1

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CONTENT ANALYSIS AND COLLECTION EVALUATION RESULTS OF HIGH INTEREST, EASY READING BOOKS FOR DEAF/HOH READERS IN GRADES 7 TO 12 IN FRANKLIN COUNTY PUBLIC LIBRARIES OF OHIO

1	Local News	Soto, Gary	0	1	0	1	1	1	1
1	Loch: A Novel	Zindel, Paul	1	1	1	0	1	1	1
1	Lombardo's Law	Wittlinger, Ellen	1	1	0	1	1	1	1
2	Louisa May Alcott: Her Girlhood Diary	Ryan, Cary, ed.	1	1	0	1	1	1	1
1	Magic Circle, The	Napoli, Donna Jo	0	1	1	1	1	1	1
2	Magic Show: A Guide for Young Magicians, The	Friedhoffer, Bob & Eisenberg, Linda	1	1	0	1	0	0	1
1	Make Lemonade	Wolff, Virginia Euwer	1	1	0	1	1	1	1
2	Malcolm X	Slater, Jack	0	1	0	0	1	1	1
2	Man-of-War (Stephen Biesty's Cross-Sections)	Biesty, Stephen	1	1	0	1	1	1	1
1	Man in the Ceiling, The	Feiffer, Jules	1	1	1	1	1	1	1
1	Man Out at First	Christopher, Matt & Beier, Ellen	1	1	0	1	1	1	1
2	Many Thousand Gone: African Americans from Slavery to Freedom	Hamilton, Virginia, et al.	1	1	1	1	1	1	1
2	March on Washington, The	Haskins, James	0	1	0	1	1	1	1
2	Mario Lemieux: Super Mario	Cox, Ted	0	1	0	1	1	1	1
2	Mathew Brady: His Life and Photographs	Sullivan, George	0	1	0	0	1	1	1
1	Maybe I Will Do Something: Seven Coyote Tales	Ude, Wayne & Rorer, Abigail	0	1	1	0	1	1	1
1	Memoirs of a Bookbat	Lasky, Kathryn	1	1	1	1	1	1	0
2	Michael Jordan: A Life Above the Rim	Lipsyte, Robert	0	1	0	1	0	1	1
2	Midori: Brilliant Violinist	Simon, Charnan	0	1	0	0	1	1	1
1	Missing Angel Juan	Block, Francesca Lia	1	1	0	1	1	1	1
1	Missing Person	Pfoutz, Sasly	0	1	0	1	1	1	1
1	Missing the Piano	Rapp, Adam	0	1	0	1	1	1	1
2	Montgomery Bus Boycott, The	Stein, R. Conrad	0	1	1	1	1	1	1
2	Muhammad Ali	Sanford, William R. & Carl R. Green	0	1	0	0	0	1	1
1	Mummy Awakes, The	Stine, Megan, et al.	0	1	0	0	1	0	1
2	My Year	Dahl, Roald	1	1	1	0	1	1	1
1	Mystery of the Cupboard, The	Banks, Lynne Reid	1	1	1	1	1	1	1
1	Nevernever	Shetterly, Will	0	1	0	0	1	1	1
2	Night Sky	Stott, Carole	0	1	0	0	1	1	0
2	Nineteenth Century Clothing	Kalman, Bobbie	1	1	0	1	1	0	1

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CONTENT ANALYSIS AND COLLECTION EVALUATION RESULTS OF HIGH INTEREST, EASY READING BOOKS FOR DEAF/HOH READERS IN GRADES 7 TO 12 IN FRANKLIN COUNTY PUBLIC LIBRARIES OF OHIO

1	No Big Deal	McClain, Ellen Jaffe	0	1	0	1	1	1	1
1	Nora: Maybe a Ghost Story	Greene, Constance C.	0	1	0	1	1	1	1
2	Oceans Atlas, The	Ganeri, Anita	0	1	1	1	0	1	0
2	On Wings of Joy: The Story of Ballet from the Sixteenth Century	Garfunkel, Trudy	0	0	1	1	1	1	1
1	One Good Tern Deserves Another	Kimmel, Eric A.	0	1	1	1	1	1	1
2	One Hundred Questions and Answers about AIDS: What You N	Ford, Michael Thomas	0	1	1	0	0	1	1
1	Others See Us	Sleator, William	1	1	0	1	1	1	1
1	Oxboy, The	Mazer, Anne	0	1	1	1	0	1	1
2	Oxford: First Ancient History	Burrell, Roy & Connolly, Peter	0	1	0	0	0	1	0
1	Pale Phoenix	Reiss, Kathryn	1	1	0	1	1	1	1
1	Part of the Sky, A	Peck, Robert Newton	1	1	1	1	1	1	1
1	Pecking Order	McColley, Kevin	0	0	1	0	1	1	1
1	Peeling the Onion: An Anthology of Poems	Gordon, Ruth, ed.	0	1	0	0	1	1	1
1	Picking Up the Pieces	Calvert, Patricia	1	1	0	1	1	1	1
1	Pictures of the Night	Geras, Adèle	0	1	0	0	0	1	1
1	Playing a Virginia Moon	Neumann, Peter J.	0	0	0	0	0	1	1
2	Pompeii	Connolly, Peter	0	0	0	0	1	1	0
1	Popo and Fifina	Bontemps, Arna, et al.	0	0	0	0	1	0	1
1	Portrait of Miranda	Mango, Karin A.	0	1	0	0	0	1	0
2	Prehistoric Stone Monuments, The	Martin, Ana	0	1	0	0	1	0	1
1	Pressure Play	Christopher, Matt & Lidbecki, Karin	1	1	0	1	1	1	1
2	Privacy: Individual Right v. Social Needs	Gottfried, Ted	0	1	0	0	1	1	1
1	Pumpkins of Time, The	Gilden, Mel	0	1	1	1	1	1	1
2	Pyramid	Putnam, James	1	1	0	1	1	0	1
2	Racket Squad	Fine, John Christopher	0	1	0	0	0	1	1
2	Rage in the Streets: Mob Violence in America	Archer, Jules & Hess, Lydia J.	0	1	0	0	0	1	1
1	Ratface	Disher, Garry	0	1	0	0	1	0	1
2	Rattle and the Drum, The	Sita, Lisa & Watling, James	0	1	1	1	1	1	1
2	Reagans, The	Sandak, Cass R.	0	1	0	0	0	1	1
2	Reggie White: Star Defensive Lineman	Gutman, Bill	0	1	0	0	0	1	1
1	Richest Kids in Town	Kehret, Peg	1	1	1	1	1	1	1

APPENDIX B

CONTENT ANALYSIS AND COLLECTION EVALUATION RESULTS OF HIGH INTEREST, EASY READING BOOKS FOR DEAF/HOH READERS IN GRADES 7 TO 12 IN FRANKLIN COUNTY PUBLIC LIBRARIES OF OHIO

1	Rio Grande Stories	Meyer, Carolyn	0	1	1	1	1	1	1
1	Rite of Passage	Wright, Richard	0	1	0	0	1	1	1
2	Robert E. Lee: Defender of the South	Cannon, Marion G.	1	0	0	0	1	1	0
1	Running for Our Lives	Turner, Glennette Tilley & Byrd, Samuel	1	1	1	0	0	1	0
1	Sabbath Garden, The	Greene, Patricia Baird	0	1	0	0	0	1	1
1	Sanctuary, The	Eskridge, Ann E.	0	1	0	1	0	1	1
2	Sand and Fog: Adventures in Southern Africa	Brandenburg, Jim	0	1	1	1	1	1	0
1	Saying Goodbye	Lee, Marie G.	0	1	0	0	1	1	1
2	Science Experiments You Can Eat	Cobb, Vicki & Cain, David	1	1	0	1	0	1	1
2	Science Projects about Weather	Gardner, Robert & Webster, David	1	1	0	1	1	1	1
1	Scooter	Williams, Vera B.	0	1	1	1	1	1	1
2	Sea Jellies: Rainbows in the Sea	Gowell, Elizabeth Tayntor	1	1	1	1	1	1	1
2	Search for the Killer Asteroid, The	Vogt, Gregory L.	0	1	1	1	1	1	1
2	Settling the American West	Collins, James L.	0	1	0	1	0	1	1
1	Shadow Boxer	Lynch, Chris	0	1	0	1	1	1	1
1	Shadow of the Dragon	Garland, Sherry	1	1	0	1	1	1	1
2	Shaquille O'Neal	Rappoport, Ken	0	1	1	0	1	1	1
2	Shaquille O'Neal: Shaq Attack	Cox, Ted	1	1	0	0	1	1	1
1	Shark Callers, The	Campbell, Eric	1	1	1	1	1	1	0
1	Ship	Macaulay, David	1	1	1	1	1	1	1
2	Sierra Club Book of Small Mammals, The	Knight, Lindsay	0	0	1	0	1	1	0
1	Silent Storm, The	Garland, Sherry	1	1	1	1	1	1	1
2	Sincerely Yours: How to Write Great Letters	James, Elizabeth & Barkin, Carol	0	1	0	0	1	1	1
1	Sirens	Sinykin, Sheri Cooper	0	1	1	1	0	0	0
1	Sisters/Hermanas	Paulsen, Gary	0	1	0	1	1	1	1
1	Slugger's Club: A Sports Mystery, The	Walker, Paul Robert	0	1	0	1	1	1	0
2	Smithsonian Visual Timeline of Inventions	Platt, Richard	1	1	1	1	1	1	1
1	Soccer Circus	Gilson, Jamie & deRosa, Dee	1	1	1	1	1	1	1
1	Something Permanent	Rylant, Cynthia	0	1	0	1	1	1	1
1	Songs from Home	Goodman, Joan Elizabeth	0	1	1	0	1	1	0
1	Soul Looks Back in Wonder	Feelings, Tom, ed.	1	1	1	1	1	1	1

APPENDIX B

CONTENT ANALYSIS AND COLLECTION EVALUATION RESULTS OF HIGH INTEREST, EASY READING BOOKS FOR DEAF/HOH READERS IN GRADES 7 TO 12 IN FRANKLIN COUNTY PUBLIC LIBRARIES OF OHIO

2	Space	Butterfield, Moira, et al.	0	1	0	1	0	1	0
1	Staying Fat for Sarah Byrnes	Crutcher, Chris	1	1	1	1	1	1	0
1	Stolen Bones	Carris, Joan	0	1	0	1	1	1	1
2	Story of Money, The	Maestro, Betsy & Maestro, Giulio	1	1	1	1	1	1	1
2	Story of Negro League Baseball, The	Brashler, William	0	1	0	0	1	1	1
1	Stranger Here, A	Wyss, Thelma Hatch	0	1	1	0	1	1	1
1	Striking Out	Weaver, Will	0	1	0	1	1	1	1
1	Sunday's Children	Bergman, Ingmar	1	1	1	0	1	0	0
1	Sunita Experiment, The	Perkins, Mitali	0	1	1	0	1	1	1
1	Sunset Fire	Bennet, Cherie	0	1	0	0	1	0	1
2	Tafts, The	Sandak, Cass R.	0	0	0	0	0	1	1
2	Take A Look: An Introduction to the Experience of Art	Davidson, Rosemary	0	1	1	1	1	1	1
2	Talking Peace: A Vision for the Next Generation	Carter, Jimmy	1	1	1	1	1	1	1
1	Taste of Smoke, A	Bauer, Marion Dane	0	1	0	1	1	1	1
2	Teen's Guide to Going Vegetarian, A	Krizmanic, Judy & Wawiorka, Matthew	0	1	1	1	1	1	1
2	Tell Them We Remember: The Story of the Holocaust	Bachrach, Susan D.	1	1	1	1	1	1	1
2	Terror in the Towers: Amazing Stories from the World Trade Center	Kerson, Adrian	0	0	0	0	0	0	0
2	Test Your Math IQ	Ryan, Steve	0	1	0	0	1	0	1
2	They Had a Dream: The Civil Rights Struggle from Frederick	Archer, Jules	0	1	0	1	1	1	1
1	Things I Did Last Summer, The	Tamar, Erika	0	1	1	1	1	1	1
2	Those Incredible Women of World War II	Zeinert, Karen	0	1	1	1	0	1	1
1	Three NBs of Julian Drew	Deem, James M.	1	1	0	1	1	1	1
2	Till Victory Is Won: Black Soldiers in the Civil War	Mettger, Zak	0	1	1	1	0	1	1
2	Time and Space	Gribbin, John and Mary Gribbin	0	1	1	1	1	1	1
1	Time to Keep Silent, A	Whelan, Gloria	0	1	1	0	1	0	1
1	Timothy of the Cay	Taylor, Theodore	1	1	1	1	1	1	1
2	Tinker vs. Des Moines: Student Rights on Trial	Rappaport, Doreen	0	1	0	0	1	1	1
2	Titanic, The	Kent, Deborah	1	1	1	0	1	1	1
1	To Race a Dream	Savage, Deborah	0	1	1	1	1	1	1
1	Toning the Sweep	Johnson, Angela	1	1	1	1	1	1	1
2	Top 10 Baseball Pitchers	Sullivan, Michael T.	0	1	0	0	0	1	0

APPENDIX B

CONTENT ANALYSIS AND COLLECTION EVALUATION RESULTS OF HIGH INTEREST, EASY READING BOOKS FOR DEAF/HOH READERS IN GRADES 7 TO 12 IN FRANKLIN COUNTY PUBLIC LIBRARIES OF OHIO

1	Top Wing	Christopher, Matt & Ramsey, March	1	1	1	1	1	1	1
1	Torn Away	Heneghan, James	0	1	0	0	1	1	1
1	Toughing It	Springer, Nancy	0	1	0	1	1	1	1
1	True Friends	Wallace, Bill	0	1	1	1	1	1	1
1	Turkey Drive, and Other Tales, A	Porte, Barbara Ann & Abolafia, Yossi	0	1	1	0	1	1	1
1	TV Guidance Counselor, The	LeMieux, A.C.	0	1	0	0	1	1	1
2	U.S. Health Care Crisis: The Fight over Access, Quality, and Cost	Sherrow, Victoria	0	1	0	1	1	1	0
2	Ulysses S. Grant	Bentley, Bill	1	1	0	0	1	1	1
1	Valley of the Eels	Heintze, Ty	0	0	0	0	0	0	1
2	Vanishing Feast: How Dwindling Genetic Diversity ...	Patent, Dorothy Hinshaw	0	1	0	0	0	1	1
2	Venus: Magellan Explores Our Twin Planet	Branley, Franklyn M.	0	1	1	1	1	1	1
2	Very Scary Almanac, The	Elfman, Eric	0	1	1	0	0	1	1
2	Visual Dictionary of the Earth, The		1	1	0	1	1	1	1
1	Voice in the Wind, A	Lasky, Kathryn	0	1	0	1	1	1	1
2	Voices from the Fields: Children of Migrant Farmworkers Tell The	Atkin, S. Beth	0	1	1	1	1	1	1
1	Walk Two Moons	Creech, Sharon	1	1	1	1	1	1	1
2	West by Steamboat	McNeese, Tim	0	0	0	0	1	1	1
2	Whaling Days	Carrick, Carol & Frampton, David	0	1	0	1	1	1	1
2	What's the Difference? A Guide to Some Familiar Animal Look-Alikes	Lacey, Elizabeth A.	0	1	0	0	1	1	1
2	Where the River Runs: A Portrait of a Refugee Family	Graff, Nancy Price	0	1	0	1	1	1	1
1	White Lilacs	Meyer, Carolyn	0	1	0	0	1	1	0
1	Who Do You Think You Are? Stories of Friends and Enemies	Rochman, Hazel, et al.	0	1	1	1	1	1	1
2	Wilma Mankiller: Leader of the Cherokee Nation	Yannuzzi, Della A.	0	1	0	0	1	0	1
1	Wind Blows Backward, The	Hahn, Mary Downing	0	1	0	1	1	0	1
1	Witches Next Door, The	Black, J.R.	0	1	0	0	1	0	1
1	Within Reach: Ten Stories	Gallo, Donald R., editor	0	0	1	0	1	1	0
1	Wolf-Woman	Jordan, Sherryl	0	1	0	1	1	1	1
2	World Series Classics	Gutman, Dan	0	1	0	1	0	1	1
2	World War I: "The War to End Wars"	Kent, Zachary	0	1	0	0	1	1	1
2	World's Scariest "True" Ghost Stories	Rau, Margaret	0	0	0	0	0	0	0
2	Wouldn't Take Nothing for My Journey Now	Angelou, Maya	1	1	1	1	1	1	1

CONTENT ANALYSIS AND COLLECTION EVALUATION RESULTS
OF HIGH INTEREST, EASY READING BOOKS FOR DEAF/HOH READERS IN GRADES 7 TO 12
IN FRANKLIN COUNTY PUBLIC LIBRARIES OF OHIO

[illegible]

APPENDIX C

BIBLIOGRAPHIC SOURCES USED FOR IDENTIFYING FICTION AND NONFICTION BOOKS ABOUT DEAFNESS FOR K-12 STUDENTS

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- Miller, Jonathan. 1992. "The Rustle of a Star: An Annotated Bibliography of Deaf Characters in Fiction." Library Trends 41 (Summer) : 42-60.
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- Spencer, Pam. 1994. What Do Young Adults Read Next? A Reader's Guide to Fiction For Young Adults. Detroit : Gale Research.

APPENDIX D

SAMPLE LIST OF SUBJECT HEADINGS FOR FINDING FICTION AND NON-FICTION BOOKS ABOUT AND FOR K-12 CHILDREN WITH HEARING IMPAIRMENTS.

Following are some subject headings for obtaining books about deaf-related themes found in the subject indexes of bibliographic sources and from subject searches in electronic sources.

American Sign Language	Deafness--History of	Pachciarz, Judith
Auditory Impairment	Disability--Physical	Physically Handicapped
Bell, Alexander Graham	Fingerspelling	Physically Handicapped-
Bridgeman, Laura	Gallaudet, Edward	Biography
Clerc, Laurent	Gallaudet, Thomas	Physically Handicapped-
Congenital Deafness	Gallaudet University	Fiction
Deaf	Hearing Aids	Schools for hearing
Deaf Artists	Hearing Disorders--Fiction	impaired children
Deaf-Blind	Hearing Ear Dogs--Fiction	Sign Language
Deaf Culture	Hearing Loss	Sign Language--Fiction
Deaf-Fiction	Hearing Impairment	Sign Language--Study and
Deaf Parents	Keller, Helen	Teaching
Deafness	Lipreading	
Deafness-Fiction	Low, Juliette Gordon	

APPENDIX E

BIBLIOGRAPHIC SOURCES USED FOR IDENTIFYING FICTION AND NONFICTION BOOKS FOR K-12 STUDENTS WITH HEARING IMPAIRMENTS

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- Harris Communications. 1997. Harris Communications Catalog. Volume 6.0. Eden Prairie, MN: Harris Communications.
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APPENDIX F

COLLECTION EVALUATION FINDINGS IN TABLE FORM

Table 3. K-12 Fiction and Nonfiction Books For and About Hearing Impairments Per Library

Library	Number of Books		
	Fiction & Nonfiction	Fiction	Nonfiction
Bexley	219	111	108
Columbus	370	160	210
Grandview	181	95	86
Southwest	208	100	108
Upper Arlington	267	150	117
Westerville	324	160	164
Worthington	213	112	101

Table 4. K-12 Fiction & Nonfiction Books For Hearing Impaired Students Per Library

Library	Number of Books		
	Fiction & Nonfiction	Fiction	Nonfiction
Bexley	171	82	89
Columbus	299	124	175
Grandview	149	74	75
Southwest	181	91	91
Upper Arlington	204	112	92
Westerville	259	123	136
Worthington	170	92	78

Table 5. K-12 Fiction & Nonfiction Books About Hearing Impaired Students Per Library

Library	Number of Books		
	Fiction & Nonfiction	Fiction	Nonfiction
Bexley	84	40	44
Columbus	132	58	74
Grandview	70	30	40
Southwest	58	18	40
Upper Arlington	118	57	61
Westerville	122	62	60
Worthington	83	31	52
Totals	667	296	371

Table 6. K-12 Fiction and Nonfiction Books For and About Hearing Impaired Students By Publication Dates (1983-1997) Per Library

Number of Books									
Library	1993 - 1997			1988 - 1992			1983 - 1987		
	Both	Fiction	Non-fiction	Both	Fiction	Non-fiction	Both	Fiction	Non-fiction
Bexley	9	3	6	83	47	36	45	18	27
Columbus	36	4	32	132	66	66	75	34	41
Grandview	16	3	13	64	35	29	34	15	19
Southwest	13	3	10	70	41	29	45	25	21
Upper Arlington	20	2	18	97	57	40	67	35	32
Westerville	30	0	27	108	64	44	61	30	31
Worthington	20	3	17	91	47	44	48	26	22
Totals	144	21	123	645	357	288	376	183	183

Table 7. K-12 Fiction and Nonfiction Books **For and About** Hearing Impaired Students
By Publication Dates (1968-1982) Per Library

Number of Books									
Library	1978 - 1982			1973 - 1977			1968 - 1972		
	Both	Fiction	Non-fiction	Both	Fiction	Non-fiction	Both	Fiction	Non-fiction
Bexley	25	16	9	40	14	26	17	13	4
Columbus	46	24	22	64	18	46	17	14	3
Grandview	28	17	11	21	10	11	18	15	3
Southwest	24	11	13	43	11	32	13	10	3
Upper Arlington	35	23	12	30	18	12	18	15	3
Westerville	44	26	18	59	22	37	22	15	7
Worthington	23	13	10	19	12	7	12	11	1
Totals	225	130	95	276	105	171	117	93	24

Table 8. K-12 Fiction and Nonfiction Books **For** Hearing Impaired Students
By Publication Dates (1983-1997) Per Library

Number of Books									
Library	1993 - 1997			1988 - 1992			1983 - 1987		
	Both	Fiction	Non-fiction	Both	Fiction	Non-fiction	Both	Fiction	Non-fiction
Bexley	5	1	4	64	37	27	37	16	21
Columbus	32	2	30	104	56	48	56	26	30
Grandview	13	1	12	56	31	25	28	13	15
Southwest	10	1	9	58	39	19	36	21	15
Upper Arlington	16	0	16	76	47	29	50	26	24
Westerville	27	1	26	84	55	29	44	22	22
Worthington	17	2	15	71	41	30	37	22	15
Totals	120	8	112	513	306	207	288	146	142

Table 9. K-12 Fiction and Nonfiction Books For Hearing Impaired Students
By Publication Dates (1968-1982) Per Library

Number of Books									
Library	1978 - 1982			1973 - 1977			1968 - 1972		
	Both	Fiction	Non-fiction	Both	Fiction	Non-fiction	Both	Fiction	Non-fiction
Bexley	16	7	9	34	10	24	15	11	4
Columbus	34	13	21	57	14	43	16	13	3
Grandview	18	9	9	18	7	11	16	13	3
Southwest	21	8	13	43	11	32	13	10	3
Upper Arlington	25	14	11	23	13	10	14	12	2
Westerville	34	17	17	51	15	36	19	13	6
Worthington	20	10	10	15	8	7	10	9	1
Totals	168	78	90	241	78	163	103	81	22

Table 10. K-12 Fiction and Nonfiction Books About Hearing Impaired Students
By Publication Dates (1983-1997) Per Library

Number of Books									
Library	1993 - 1997			1988 - 1992			1983 - 1987		
	Both	Fiction	Non-fiction	Both	Fiction	Non-fiction	Both	Fiction	Non-fiction
Bexley	4	2	2	36	16	20	18	3	15
Columbus	6	2	4	55	21	34	32	11	21
Grandview	4	2	2	27	9	18	14	2	12
Southwest	4	2	2	24	7	17	15	4	11
Upper Arlington	5	2	2	41	17	24	31	12	19
Westerville	5	2	3	46	19	27	29	11	18
Worthington	3	1	3	35	10	25	22	6	16
Totals	31	13	18	264	99	165	161	49	112

Table 11. K-12 Fiction and Nonfiction Books About Hearing Impaired Students By Publication Dates (1968-1982) Per Library

Library	Number of Books								
	1978 - 1982			1973 - 1977			1968 - 1972		
	Both	Fiction	Non-fiction	Both	Fiction	Non-fiction	Both	Fiction	Non-fiction
Bexley	11	10	1	13	7	6	2	2	0
Columbus	22	16	6	16	7	9	1	1	0
Grandview	16	10	6	7	5	2	2	2	0
Southwest	9	4	5	6	1	5	0	0	0
Upper Arlington	22	15	7	15	8	7	4	3	1
Westerville	22	18	4	17	10	7	3	2	1
Worthington	13	7	6	8	5	3	2	2	0
Totals	115	80	35	82	43	39	14	12	2

Table 12. K-12 Fiction and Nonfiction Books For and About Hearing Impaired Students By Grade Level Per Library

Library	K-2			3-6			7-12			K-12		
	B	F	N	B	F	N	B	F	N	B	F	N
Bexley	123	78	45	44	22	22	43	11	32	9	0	9
Columbus	191	113	78	70	29	41	88	18	70	21	0	21
Grandview	96	69	27	31	14	17	45	12	33	9	0	9
Southwest	135	84	51	29	8	21	34	8	26	10	0	10
Upper Arlington	137	103	34	56	27	29	64	20	44	10	0	10
Westerville	178	110	68	67	30	37	66	19	47	13	1	12
Worthington	115	87	28	46	17	29	40	8	32	12	0	12
Totals	975	644	331	343	147	196	380	96	284	84	1	83

* B = Both Fiction and Nonfiction Titles; F = Fiction Books and N = Nonfiction Books

Table 13. K-12 Fiction and Nonfiction Books For Hearing Impaired Students by Grade Level Per Library

Library	K-2			3-6			7-12			K-12		
	B	F	N	B	F	N	B	F	N	B	F	N
Bexley	114	74	40	17	3	14	31	5	26	9	0	9
Columbus	178	108	70	30	7	23	70	9	61	21	0	21
Grandview	89	66	23	17	3	14	34	5	29	9	0	9
Southwest	129	83	46	16	3	13	27	5	22	10	0	10
Upper Arlington	123	96	27	23	6	17	48	10	38	10	0	10
Westerville	164	104	60	30	8	22	52	10	42	13	1	12
Worthington	105	83	22	21	6	15	32	3	29	12	12	0
Totals	902	614	288	154	36	118	294	47	247	84	13	71

* B = Both Fiction and Nonfiction Titles; F = Fiction Books and N = Nonfiction Books

Table 14. K-12 Fiction and Nonfiction Books About Hearing Impaired Students by Grade Level Per Library

Library	K-2			3-6			7-12			K-12		
	B	F	N	B	F	N	B	F	N	B	F	N
Bexley	23	7	16	33	22	11	27	11	16	1	0	1
Columbus	39	15	24	48	27	21	44	16	28	1	0	1
Grandview	18	6	12	20	13	7	31	11	20	1	0	1
Southwest	19	4	15	19	8	11	19	6	13	1	0	1
Upper Arlington	33	12	21	43	27	16	41	18	23	1	0	1
Westerville	41	17	24	48	28	20	33	17	16	0	0	0
Worthington	28	9	19	33	15	18	22	7	15	0	0	0
Totals	201	70	131	244	140	104	217	86	131	5	0	5

* B = Both Fiction and Nonfiction Titles; F = Fiction Books and N = Nonfiction Books

Table 15. High Interest/Low Reading Fiction and Nonfiction Books **For** Hearing Impaired Students in Grades 7-12 Per Library with Publication Dates After 1992.

Library	Number of Books		
	Fiction & Nonfiction	Fiction	Nonfiction
Bexley	96	55	41
Columbus	285	156	129
Grandview	122	70	52
Southwest	181	109	72
Upper Arlington	246	141	105
Westerville	267	142	125
Worthington	267	147	120
Totals	1,464	820	644

Table 16. Summary of Books by Genre and Audience Per Library

Library	Number of Books								
	For & About			For			About		
	Both	Fiction	Non-fiction	Both	Fiction	Non-fiction	Both	Fiction	Non-fiction
Columbus	370	160	210	299	124	175	132	58	74
Westerville	324	160	164	259	123	136	122	62	60
Upper Arlington	267	150	117	204	112	92	118	57	61
Bexley	219	111	108	171	82	89	84	40	44
Worthington	213	112	101	170	92	78	83	31	52
Southwest	208	100	108	181	91	91	58	18	40
Grandview	181	95	86	149	74	75	70	30	40
Totals	1,782	888	894	1,433	698	736	667	296	371

Table 17. Summary of Books by Genre, Audience and Publication Dates from 1988 to 1992
Per Library

Number of Books Published From 1988 to 1992									
Library	For & About			For			About		
	Both	Fiction	Non-fiction	Both	Fiction	Non-fiction	Both	Fiction	Non-fiction
Columbus	132	66	66	104	56	48	55	21	34
Westerville	108	64	44	84	55	29	46	19	27
Upper Arlington	97	57	40	76	47	29	41	17	24
Bexley	83	47	36	64	37	27	36	16	20
Worthington	91	47	44	71	41	30	35	10	25
Southwest	70	41	29	58	39	19	24	7	17
Grandview	64	35	29	56	31	25	27	9	18
Totals	645	357	288	513	306	207	264	99	165

Table 18. Summary of Books by Genre, Audience and K-2 Reading Levels Per Library

Number of Books for K-2 Readers									
Library	For & About			For			About		
	Both	Fiction	Non-fiction	Both	Fiction	Non-fiction	Both	Fiction	Non-fiction
Columbus	191	113	78	178	108	70	39	15	24
Westerville	178	110	68	164	104	60	41	17	24
Upper Arlington	137	103	34	123	96	27	33	12	21
Bexley	123	78	45	114	74	40	23	7	16
Worthington	115	87	28	105	83	22	28	9	19
Southwest	135	84	51	129	83	46	19	4	15
Grandview	96	69	27	89	66	23	18	6	12
Totals	975	644	331	902	614	288	201	70	131

APPENDIX G

K-12 FICTION AND NONFICTION BOOKS FOR AND ABOUT DEAF/HOH CHILDREN INCLUDED IN ALL FRANKLIN COUNTY PUBLIC LIBRARIES OF OHIO

Genre	Audience	Title	Author	Date	Rdg	B E X 1	C M L 2	G D V 3	S W L 4	U A L 5	W E S 6	W O R 7
1	2	A Story, A Story: An African Tale	Haley, Gail	6	1	1	1	1	1	1	1	1
1	2	Abiyoyo: Based on a South African Lullaby and Folk Story	Seeger, Pete	3	1	1	1	1	1	1	1	1
2	2	American Sign Language: A Comprehensive Dictionary	Sternberg, Martin	4	4	1	1	1	1	1	1	1
1	2	Anansi the Spider	McDermott, Gerald	6	1	1	1	1	1	1	1	1
1	1	And One for All	Nelson, Theresa	2	3	1	1	1	1	1	1	1
1	2	Beauty and the Beast	Brett, Jan	2	1	1	1	1	1	1	1	1
1	2	Benjamin's Barn	Lindbergh, Reeve	2	1	1	1	1	1	1	1	1
1	2	Boy of the Three Year Nap, The	Snyder, Dianne	2	1	1	1	1	1	1	1	1
1	2	Bringing the Rain to Kapiti Plain: A Nandi Tale	Aardema, Verna	4	1	1	1	1	1	1	1	1
1	2	Brown Bear, Brown Bear, What Do You See	Martin, Bill	2	1	1	1	1	1	1	1	1
1	2	Buffalo Woman	Goble, Paul	3	1	1	1	1	1	1	1	1
1	2	Corduroy	Freeman, Don	6	1	1	1	1	1	1	1	1
2	2	Dad and Me in the Morning	Lakin, Patrick	1	1	1	1	1	1	1	1	1
2	2	Dear Dr. Bell... Your Friend, Helen Keller	St. George, Judith	1	3	1	1	1	1	1	1	1
1	2	Enchanted Wood: An Original Fairy Tale, The	Sanderson, Ruth	2	1	1	1	1	1	1	1	1
1	2	Frog Prince Continued, The	Scieszka, Jon	2	1	1	1	1	1	1	1	1
1	2	Funny Little Woman, The	Mosel, Arlene	6	1	1	1	1	1	1	1	1
1	1	Gentlehands	Kerr, M.E.	4	3	1	1	1	1	1	1	1
1	2	Giant Jam Sandwich, The	Lord, John V.	6	1	1	1	1	1	1	1	1
1	3	Gift of the Girl Who Couldn't Hear	Shreve, Susan Richards	2	2	1	1	1	1	1	1	1
1	2	Go Tell Aunt Rhody	Aliki	5	1	1	1	1	1	1	1	1
2	3	Handtalk Birthday: A Number and Story Book in Sign Language	Charlip, Remy, et al.	3	1	1	1	1	1	1	1	1
2	3	Handtalk Zoo	Ancona, George and Mary Beth	2	1	1	1	1	1	1	1	1
2	3	Handtalk: An ABC of Fingerspelling and Sign Language	Charlip, Remy & Mary Beth Miller	5	1	1	1	1	1	1	1	1
1	2	Heckedy Peg	Wood, Audrey	3	1	1	1	1	1	1	1	1
1	2	Henry Penny	Galdone, Paul	6	1	1	1	1	1	1	1	1
2	3	I Have a Sister, My Sister is Deaf	Peterson, Jeanne W.	5	1	1	1	1	1	1	1	1

APPENDIX G

K-12 FICTION AND NONFICTION BOOKS FOR AND ABOUT DEAF/HOH CHILDREN INCLUDED IN ALL FRANKLIN COUNTY PUBLIC LIBRARIES OF OHIO

2	3	In Silence: Growing Up Hearing In a Deaf World	Sidransky, Ruth	2	3	1	1	1	1	1	1	1
2	2	In the Beginning: Creation Stories From Around the World	Hamilton, Virginia	2	1	1	1	1	1	1	1	1
1	2	Is Your Mama a Llama?	Guarino, Deb	2	1	1	1	1	1	1	1	1
1	2	It Could Always Be Worse: A Yiddish Folktale	Zemach, Margot	5	1	1	1	1	1	1	1	1
1	2	Jack and the Beanstalk	Kellogg, Steven	2	1	1	1	1	1	1	1	1
2	2	Joy of Signing, The (2d ed.)	Riekehof, Lottie	3	4	1	1	1	1	1	1	1
1	2	Knots on a Counting Rope	Martin, Bill, Jr. & John Archambault	3	1	1	1	1	1	1	1	1
1	1	Lester's Dog	Hesse, Karen	1	1	1	1	1	1	1	1	1
1	2	Mitten: A Ukranian Folktale, The	Brett, Jan	2	1	1	1	1	1	1	1	1
1	2	Molly Whuppie	De la Mare, Walter	3	1	1	1	1	1	1	1	1
1	2	Much Bigger than Martin	Kellogg, Steven	5	1	1	1	1	1	1	1	1
1	2	Mufaro's Beautiful Daughters: An African Tale	Step toe, John	3	1	1	1	1	1	1	1	1
2	2	My Friend Leslie: The Story of a Handicapped Child	Rosenberg, Maxine	3	1	1	1	1	1	1	1	1
1	1	Of Such Small Differences	Greenberg, Joanne	2	3	1	1	1	1	1	1	1
1	2	Paul Bunyan: A Tall Tale	Kellogg, Steven	3	1	1	1	1	1	1	1	1
1	2	Puss in Boots	Perrault, Charles	2	1	1	1	1	1	1	1	1
1	2	Rain Player	Wisniewski, David	2	1	1	1	1	1	1	1	1
2	2	Random House American Sign Language Dictionary	Costello, Elaine	1	4	1	1	1	1	1	1	1
1	2	Rumpelstiltskin	Zelinsky, Paul O.	3	1	1	1	1	1	1	1	1
1	2	Stranger, The	Van Allsburg, Chris	3	1	1	1	1	1	1	1	1
1	2	Talking Eggs: A Folktale, The	San Souci, Robert	2	1	1	1	1	1	1	1	1
1	2	Tikki-Tikki-Tembo	Mosel, Arlene	6	1	1	1	1	1	1	1	1
1	2	True Story of the Three Little Pigs, The	Scieszka, Jon	2	1	1	1	1	1	1	1	1
1	2	Village of Round and Square Houses, The	Grifalconi, Ann	3	1	1	1	1	1	1	1	1
1	1	Westmark	Alexander, Lloyd	4	2	1	1	1	1	1	1	1
2	2	Why Mosquitoes Buzz In People's Ears: A West African Tale	Aardema, Verna	5	1		1	1	1	1	1	1
1	2	Wolf's Chicken Stew, The	Kasza, Keiko	3	1	1	1	1	1	1	1	1
1	2	Yeh-shen: A Cinderella Story From China	Louie, Ai-Ling	4	1	1	1	1	1	1	1	1

APPENDIX H

K-12 FICTION AND NONFICTION BOOKS FOR AND ABOUT DEAF/HOH PERSONS EXCLUDED FROM ALL FRANKLIN COUNTY PUBLIC LIBRARIES OF OHIO

Genre	Audience	Title	Author	Date	Rdg	B E X 1	C M L 2	G D V 3	S W L 4	U A L 5	W E S 6	W O R 7
1	2	A is for Alice: Poems of Love and Laughter	Golladay, Loy E.	2	3	0	0	0	0	0	0	0
2	2	ABC Sign With Me (Sign With Me Series)	Shroyer, Susan P.	3	1	0	0	0	0	0	0	0
2	1	Able Scientists -- Disabled Persons	Steamer, S. Phyllis	3	3	0	0	0	0	0	0	0
2	2	Acquisition of American Sign Language by Deaf Children, The	McIntire, Marina, ed.	3	3	0	0	0	0	0	0	0
1	1	Alan and the Baron	Hamilton, Ron	3	1	0	0	0	0	0	0	0
2	2	Alphabet of Animal Signs, An	Collins, S. Harold	1	1	0	0	0	0	0	0	0
2	2	American Deaf Culture	Wilcox, Sherman, ed.	2	3	0	0	0	0	0	0	0
2	3	Another Handful of Stories: Thirty-Seven Stories by Deaf Storytellers	Pittler, Ivey B. & Roslyn Rosen, eds	3	3	0	0	0	0	0	0	0
2	2	At Grandma's House (Talking Fingers Books)	Johnson, Sue	3	1	0	0	0	0	0	0	0
2	2	Basic Pre-School Signed English Dictionary	Bornstein, Harry	5	1	0	0	0	0	0	0	0
1	1	Ben's Story: A Deaf Child's Right to Sign	Fletcher, L.	2	2	0	0	0	0	0	0	0
1	1	Boy Who Couldn't Hear, The	Bloom, Freddy	5	1	0	0	0	0	0	0	0
2	2	Can I Help? Helping the Hearing Impaired in Emergency Situations (Signed English)	Collins, S. Harold	1	4	0	0	0	0	0	0	0
2	2	Case About Amy, A	Smith, R.C.	1	3	0	0	0	0	0	0	0
2	3	Changing the Rules	Bowe, Frank	3	3	0	0	0	0	0	0	0
1	2	Chicken Little	Zaid, V.	4	1	0	0	0	0	0	0	0
2	2	Child Sacrificed: To the Deaf Culture, A	Bertling, Tom	1	3	0	0	0	0	0	0	0
2	2	Cosmo Gets An Ear	Clemente, Gary	1	1	0	0	0	0	0	0	0
1	2	Coyote and Bobcat, Sign Language Literature Series	Collins, S. Harold	1	1	0	0	0	0	0	0	0
1	1	Crocodile Meatloaf	Levine, Nancy S.	1	1	0	0	0	0	0	0	0
2	3	Day We Met Cindy, The	Starowitz, Anne Marie	2	1	0	0	0	0	0	0	0
2	2	Deaf Communities: A Worldwide Perspective	Olson, Jack	1	2	0	0	0	0	0	0	0
2	2	Deaf Culture	Stewart, David A.	2	3	0	0	0	0	0	0	0
1	1	Deaf Eagle and the Bank Robber	Maupin, Diana	4	1	0	0	0	0	0	0	0
2	2	DEAFinitions For Signlets and More DEAFinitions!	Glickman, Ken	3	3	0	0	0	0	0	0	0

APPENDIX H

K-12 FICTION AND NONFICTION BOOKS FOR AND ABOUT DEAF/HOH PERSONS EXCLUDED FROM ALL FRANKLIN COUNTY PUBLIC LIBRARIES OF OHIO

2	1	Dear Beth: Poems to an Absent Daughter	Schreiber, Kit	4	3	0	0	0	0	0	0	0	0
1	2	Don't Be a Grumpy Bear: A Book of Manners (Signed English)	Bornstein, Harry, et al.	3	1	0	0	0	0	0	0	0	0
2	2	Douglas Tilden: Portrait of a Deaf Sculptor	Albronda, Mildred	4	3	0	0	0	0	0	0	0	0
2	2	Douglas Tilden: The Man and His Legacy	Albronda, Mildred	1	3	0	0	0	0	0	0	0	0
1	1	Dreamworld Castle	Hightower, Florence	4	2	0	0	0	0	0	0	0	0
2	2	Fastest Woman on Earth	Thacher, Alida M.	4	2	0	0	0	0	0	0	0	0
1	2	Feud for Thought	McCullogh, Gayle and Otto J. Menzel	1	2	0	0	0	0	0	0	0	0
2	2	Finger Alphabet	Collins, S. Harold	2	1	0	0	0	0	0	0	0	0
1	3	Flying Fingers Club, The	Andrews, Jean	2	2	0	0	0	0	0	0	0	0
1	2	Friends Are For Signing: A Story About Sign Language	Jackson, Timothy	4	3	0	0	0	0	0	0	0	0
2	2	GA and SK Etiquette	Cagle, Sharon T. and Cagle, Keith M	2	3	0	0	0	0	0	0	0	0
1	2	Ghost of Tomahawk Creek, The	Andrews, Jean F.	1	2	0	0	0	0	0	0	0	0
1	2	Hannie	Luetke-Stahlman, Barbara	1	2	0	0	0	0	0	0	0	0
1	3	Hasta Luego, San Diego: A Flying Fingers Club Mystery	Andrews, Jean F.	2	2	0	0	0	0	0	0	0	0
1	1	Hermit of Fog Hollow Station, The	Roth, David	4	2	0	0	0	0	0	0	0	0
1	1	Hero, The	Bridges, Christina	4	1	0	0	0	0	0	0	0	0
2	2	Hymns for Signing: American Sign Language	Keller, Curt D., ed.	1	4	0	0	0	0	0	0	0	0
1	2	I Hear The Day	Johnston, Catherine D.	5	1	0	0	0	0	0	0	0	0
2	2	Impact of Deafness on a Family	Frederickson, Jeanette	3	3	0	0	0	0	0	0	0	0
2	2	Is Science a Possible Career for You?	Stolt, Joanne B.	3	3	0	0	0	0	0	0	0	0
1	2	Island of Silence	Norris, Carolyn	5	3	0	0	0	0	0	0	0	0
1	2	Islay	Bullard, Douglas	3	3	0	0	0	0	0	0	0	0
2	2	Jake's the Name, Sixth Grade's the Game	Piper, Deb	1	2	0	0	0	0	0	0	0	0
2	2	Jean's Christmas Stocking	Norris, Carolyn	4	1	0	0	0	0	0	0	0	0
1	2	Keith Edward's Different Day	Schwier, Karin Melberg	2	1	0	0	0	0	0	0	0	0
2	2	Learning to Sign in My Neighborhood	Schmidt, Diane E. and Karen Cameron	2	1	0	0	0	0	0	0	0	0
2	2	Legal Signs	National Technical Institute for the Deaf	2	3	0	0	0	0	0	0	0	0
2	2	Little Green Monster, The (Talking Fingers Books)	Johnson, Sue	3	1	0	0	0	0	0	0	0	0
2	2	Living Legends: Six Stories About Successful Deaf People	Toole, Darlene	1	2	0	0	0	0	0	0	0	0
2	1	Mabel Bell: Alexander's Silent Partner	Toward, Liliias	3	3	0	0	0	0	0	0	0	0

APPENDIX H

K-12 FICTION AND NONFICTION BOOKS FOR AND ABOUT DEAF/HOH PERSONS EXCLUDED FROM ALL FRANKLIN COUNTY PUBLIC LIBRARIES OF OHIO

2	2	Manual of Religious Signs, A	Bearden, Carter E & Jerry F. Potter	5	3	0	0	0	0	0	0	0	0
2	2	Mathematics Signs	National Technical Institute for the Deaf	2	3	0	0	0	0	0	0	0	0
1	3	Matthew Pinkowski's Special Summer	Quinn, Patrick	2	2	0	0	0	0	0	0	0	0
2	2	Meet Camille and Danille, They are Special Persons	Glazzard, Margaret H.	4	1	0	0	0	0	0	0	0	0
2	1	Molded	Theriot, Terrylene	3	3	0	0	0	0	0	0	0	0
2	2	Mother Goose in Sign, An Alphabet of Animal Signs	Collins, S. Harold	1	1	0	0	0	0	0	0	0	0
2	2	Music in Motion (Signed English)	Wojcio, Michael David	3	1	0	0	0	0	0	0	0	0
2	2	No Sound	Wiggins, J.	6	3	0	0	0	0	0	0	0	0
2	2	Notable Deaf Persons	Braddock, Guilbert	5	3	0	0	0	0	0	0	0	0
2	2	Number and Letter Games	Collins, S. Harold	1	1	0	0	0	0	0	0	0	0
		Once Upon a Time: Children's Classics Retold in American Sign Language	Bahan, Ben and Nathalie Marbury			0	0	0	0	0	0	0	0
1	2	Our Father Abe: The Story of a Deaf Shoe Repairman	Dicker, Eva and Harvey L. Barash	2	4								
2	2	Pritt: The True Story of a Deaf Cat and Her Family	Moon, Susan E.	2	3	0	0	0	0	0	0	0	0
2	2	Public Library Talks to You, The	Hagemeyer, Alice	4	3	0	0	0	0	0	0	0	0
2	2	Raven and Water Monster (Sign Language Literature Series)	Collins, S. Harold	5	3	0	0	0	0	0	0	0	0
1	2	Reaching Out With Sign: A Basic Sign Language Phrase Manual	Collins, S. Harold	1	1	0	0	0	0	0	0	0	0
2	2	Sand Bird, The	Piskula, Anita L., ed.	1	4								
1	1	Say That Again, Please	Baker, Margaret	5	2	0	0	0	0	0	0	0	0
2	2	Science Signs	Bradford, Tom	2	3	0	0	0	0	0	0	0	0
2	2	Scientist and Physician Judith Pachciarz	National Technical Institute for the Deaf	2	3	0	0	0	0	0	0	0	0
2	3	Secret Signing: A Sign Language Activity Book Grades 1-3	Verheyden-Hilliard, Mary Ellen	2	1	0	0	0	0	0	0	0	0
		Secret Signing: A Sign Language Activity Book PreK-Grade 1	Shroyer, Susan P. and Kimmel, Joan G.			0	0	0	0	0	0	0	0
2	2	Sign Me Alice	Shroyer, Susan P. and Kimmel, Joan G.	2	1								
2	2	Sign With Me Colors (Sign With Me Series)	Eastman, Gilbert C.	2	1	0	0	0	0	0	0	0	0
2	2	Sign With Me Weather (Sign With Me Series)	Shroyer, Susan P.	5	3	0	0	0	0	0	0	0	0
2	2	Signing at School	Shroyer, Susan P.	3	1	0	0	0	0	0	0	0	0
2	2	Signing is Fun: A Child's Introduction to the Basics of Sign Language	Collins, S. Harold	3	1	0	0	0	0	0	0	0	0
2	2		Flodin, Mickey	2	4	0	0	0	0	0	0	0	0
						0	0	0	0	0	0	0	0
2	2			1	1								

APPENDIX H

K-12 FICTION AND NONFICTION BOOKS FOR AND ABOUT DEAF/HOH PERSONS EXCLUDED FROM ALL FRANKLIN COUNTY PUBLIC LIBRARIES OF OHIO

2	2	Signs For All Seasons: More Sign Language Games	Kirchner, Suzie L.	1	2	0	0	0	0	0	0	0
2	2	Signs in Judaism: A Resource Book for the Jewish Deaf Community	Shuart, Adele Kronick	3	4	0	0	0	0	0	0	0
2	2	Signs in Success: Profiles of Deaf Americans	Podmore, Ron	1	2	0	0	0	0	0	0	0
1	3	Signs Unseen, Signs Unheard	Norris, Carolyn	4	3	0	0	0	0	0	0	0
2	2	Silence of the Spheres: The Deaf Experience in the History of Science	Lang, Harry G.	1	3	0	0	0	0	0	0	0
2	2	Silent Poetry: Deafness, Sign, and Visual Culture in Modern France	Mirzoeff, Nicholas	1	3	0	0	0	0	0	0	0
1	1	Somethin'	Talbott, Michael	4	1	0	0	0	0	0	0	0
2	2	Songs in Sign	Collins, S. Harold	1	1	0	0	0	0	0	0	0
2	2	Songs in Sign (Signed English)	Bornstein, Harry	1	1	0	0	0	0	0	0	0
1	2	St. Michael's Fall Poems	Luczak, Raymond	1	3	0	0	0	0	0	0	0
2	1	Successful Deaf Americans	Toole, Darlene K.	4	2	0	0	0	0	0	0	0
2	2	Technical Signs	National Technical Institute for the Deaf	2	3	0	0	0	0	0	0	0
1	2	Thanks A Lot!	Kraiman, Lucille R.	1	2	0	0	0	0	0	0	0
1	1	Water Rat	Ogan, Margaret and George Ogan	6	3	0	0	0	0	0	0	0
2	2	What Is An Audiogram	Gragg, Venita	3	1	0	0	0	0	0	0	0
2	2	When I Grow Up (Signed English)	Hodges, Candri	1	1	0	0	0	0	0	0	0
1	2	World of Her Own	Levinson, Nancy S.	4	2	0	0	0	0	0	0	0
2	2	You Can Sign	Wyant, Bradley	1	1	0	0	0	0	0	0	0

APPENDIX I

HIGH INTEREST, EASY READING BOOKS FOR HEARING IMPAIRED STUDENTS IN GRADES 7 TO 12 IN ALL FRANKLIN COUNTY PUBLIC LIBRARIES OF OHIO

Genre	Title	Author	B E X 1	C M L 2	G D V 3	S W L 4	U A L 5	W E S 6	W O R 7
2	Across America on an Emigrant Train	Murphy, Jim	1	1	1	1	1	1	1
2	Anne Frank: Beyond the Diary	Van der Rol, Ruud, et al.	1	1	1	1	1	1	1
1	April and the Dragon Lady	Namioka, Lensey	1	1	1	1	1	1	1
2	Astronomy	Lippincott, Kristen	1	1	1	1	1	1	1
2	Book of Your Own: Keeping A Diary or Journal, A	Stevens, Carla	1	1	1	1	1	1	1
1	Brown Angels: An Album of Pictures and Verse	Myers, Walter Dean	1	1	1	1	1	1	1
1	Bull Run	Fleiscman, Paul	1	1	1	1	1	1	1
1	Calling on Dragons	Wrede, Patricia C.	1	1	1	1	1	1	1
1	Catherine, Called Birdy	Cushman, Karen	1	1	1	1	1	1	1
1	Chief, The	Lipsyte, Robert	1	1	1	1	1	1	1
1	Crazy Lady!	Conly, Jane Leslie	1	1	1	1	1	1	1
1	Dark Stairs, The: A Herculean Jones Mystery	Byars, Betsy	1	1	1	1	1	1	1
1	Dragon's Gate	Yep, Laurence	1	1	1	1	1	1	1
1	Dreadful Sorry	Reiss, Kathryn	1	1	1	1	1	1	1
2	Eleanor Roosevelt: A Life of Discovery	Freedman, Russell	1	1	1	1	1	1	1
2	Freedom's Children: Young Civil Rights Activists...	Levine, Ellen, ed.	1	1	1	1	1	1	1
1	Giver, The	Lowry, Lois	1	1	1	1	1	1	1
2	Great Migration: An American Story, The	Lawrence, Jacob	1	1	1	1	1	1	1
2	Green Planet Rescue: Saving the Earth's Endangered...	Halpern, Robert R.	1	1	1	1	1	1	1
1	Harris and Me: A Summer Remembered	Paulsen, Gary	1	1	1	1	1	1	1
2	Introducing Picasso	Heslewood, Juliet	1	1	1	1	1	1	1
1	Jericho's Journey	Wisler, G. Clifton	1	1	1	1	1	1	1
1	Letters from the Inside	Marsden, John	1	1	1	1	1	1	1
1	Man in the Ceiling, The	Feiffer, Jules	1	1	1	1	1	1	1
2	Many Thousand Gone: African Americans from Slavery...	Hamilton, Virginia, et al.	1	1	1	1	1	1	1
1	Mystery of the Cupboard, The	Banks, Lynne Reid	1	1	1	1	1	1	1
1	Part of the Sky, A	Peck, Robert Newton	1	1	1	1	1	1	1

APPENDIX I

HIGH INTEREST, EASY READING BOOKS FOR HEARING IMPAIRED STUDENTS IN GRADES 7 TO 12
IN ALL FRANKLIN COUNTY PUBLIC LIBRARIES OF OHIO

[illegible]